

Brandon

The

Number

A.T.A.

Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE

MAGISTRI NEQUE SERVI



Vol. III.

EDMONTON, ALBERTA, JULY, 1922.

No. 2

Protection

There are two types of educational administration: one which *protects* the teacher and one which does *not*. The former type embraces in the main those systems which are known throughout the world for their *efficiency and high standards*; while the latter type, by *sacrificing the security* of the teacher's position, largely reduces the work of teaching to the rank of unskilled labor. And unskilled labor is cheap—*that's the rub*.

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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance
Published on the Tenth of Each Month



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The A.T.A. Magazine

EDITOR: H. C. Newland, M.A., LL.B., Edmonton.
ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler, Medicine Hat; R. V. Howard, Edmonton; C. S. Edwards, Edmonton.
BUSINESS MANAGER: John W. Barnett, Edmonton.

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Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Ave., Edmonton.

Official Announcements

LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together six members or have no Local Alliance. If as few as THREE TEACHERS can meet in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. MAKE SURE OF ONE WHERE YOU ARE. Don't leave it to "George" to do it. Do your "bit."

PRIZE COMPETITION

A Year's Programme for A.T.A. Locals

The Annual General Meeting left the matter of compiling a year's programme of work for Locals in the hands of the Executive. A year's membership fee will be paid to the one who compiles the best programme. In order to be successful the competitor must suggest a scheme which is not only comprehensive but practical for small locals. Competition closes August 31, 1922. Get busy and think! It will assist the Alliance even if you don't get the prize. Send your ideal scheme to the General Secretary-Treasurer.

MEMBERSHIP FEES

Secretaries of Locals are earnestly requested to particularly stress the following:

1. Fees collected in the early part of the year (Easter to Midsummer) assist materially in enabling the Provincial organization to finance during the most difficult period of the year.
2. The usual time for changing schools is at Midsummer and teachers who have signed their applications previously to that time will not have to be again located.
3. All NEW members will have their certificates of membership dated ONE YEAR FROM THE DATE OF APPLICATION. This means that all future fees will carry new members for twelve months and that members joining for the first time from now will no longer be nominally in arrear after Easter as has been the case heretofore. A full year's membership will be given for a year's fee.
4. The fees remain the same as for the past year.

PAYMENTS REQUIRED OF MEMBERS

	Membership		Total
	Dues to A.T.A.	Subscription to The A.T.A. Magazine	
Annual Salary			
(1) Under \$1500	\$ 5.00	\$ 1.00	\$6.00
(2) \$1500 but less than \$2000	7.00	1.00	8.00
(3) \$2000 but less than \$2500	9.00	1.00	10.00
(4) \$2500 and over	10.00	1.00	11.00

N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the A.T.A. Magazine is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire year. The next Executive meeting will most likely be held in July. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

REPORT OF THE MEMBERSHIP COMMITTEE OF THE ANNUAL GENERAL MEETING AT CALGARY

The following were the recommendations which were adopted by the Annual General Meeting:

- (1) That a competition among Locals be organized for securing members; that the results of such competition be given publicity through the A.T.A. Magazine; the results to be rated on a percentage basis of the membership in the locals competing.

- (2) That we recommend the resolution on the Agenda of Business (No. 2):

"Whereas, small towns, villages and consolidated and rural centres often have great difficulty in organizing Locals on account of the impossibility of getting the required six members; and

"Whereas, it is desirable that every member, if possible, be a member of some Local;

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"Therefore Be it Resolved, that the A.G.M. hereby advises and empowers the Executive to recognize and to encourage the organization of Provisional Locals with as low a membership as three; and

"Be it Further Resolved, that such Provisional Locals may have a delegate at the A.G.M. provided that such delegate represent enough other unrepresented members to make up the number six, including his own Local, provided that the delegates from two Locals agree to use one vote between them."

(3) That the Executive divide the Province into districts for the purpose of more thorough organization; and endeavor to secure suitable teachers, who will devote a portion of their time to securing members on a commission basis; and the Secretary-Treasurer upon evidence that honest endeavor has been made to secure members to reimburse an organizer who fails to make his expenses.

With respect to recommendation (1) the only obstacle in the way of its fulfilment will be the tardiness of Secretaries of Locals. Immediately new members are enrolled, even though it be a single one, please write the General Secretary, giving the percentage increase in membership based on last year's roster of membership. Which Local will be first to make the 100 per cent. increase?

Steps are now being taken to get into touch with persons who will be prepared to serve as district organizers, and secretaries of Locals are urgently requested to lay the matter before the first meeting of their Local for the purpose of suggesting to the General Secretary-Treasurer the name of some person who will be not only willing but suitable to carry on the work of organization, and of canvassing teachers for enrolment as members. This matter calls for immediate action, because the campaign must be carried out to completion before the end of June. A fall campaign will be arranged later.

The formation of Provisional Locals has already been dealt with in the Official Announcements.

NAMES AND ADDRESSES OF LOCAL SECRETARIES

The real strength of a Provincial Organization depends upon the Locals. Are you a member of a Local Alliance? If not, you should immediately communicate with the Secretary located nearest to you. JOIN UP BY MAIL! The Local Secretary will be pleased to hear from you and the Local Alliance delight to welcome you. DON'T PUT IT OFF! AFFILIATE NOW!

Local Alliance	Name and Address of Secretary
BARONS	Miss C. M. Ingraham, Barons.
*BASHAW	J. L. West, Bashaw.
BEISEKER	Mr. Roy A. Kilpatrick, Beiseker.
*BLACKFOOT	Mr. Alex. Stockwell, Blackfoot.
*BLUEGRASS	Mr. Golley, Tripoli.
BOW ISLAND	Miss Doran, Box 137, Bow Island.
BASSANO	Miss H. I. Ferguson, Bassano.
BROOKS	Miss L. M. Smith, Duchess.
CAMROSE	Mr. Alex. Macmillan, B.A., Camrose.
CARDSTON	Miss Lucille Woolf, Cardston.
CARSTAIRS	Miss E. S. Brown, Carstairs.
CALGARY PUBLIC	Mr. F. C. Ward.
CALGARY HIGH	Mr. Edgar Smith, B.A., Crescent Heights High School.
CHAUVIN	Mr. G. W. Saul, Chauvin.
CHINOOK	Miss N. Reist, Chinook.
CHIPMAN	Miss Jean Gunn.
CROSSFIELD	Mr. Turner, Principal of Schools.
CLARESHOLM	Mr. A. G. Sim, M.A., Claresholm.
CLIVE	Mr. G. Shaver, Clive.
CLYDE	Mr. H. Aldridge, Clyde.
CROWS NEST	Mr. C. V. Asselstine, B.A., Bellevue.
DAYS LAND	Mr. J. F. Barker, Daysland.

DIDSBURY	Mr. W. E. Mueller, Didsbury.
DRUMHELLER	Mr. Bennett, Drumheller.
DELIA	Mr. J. E. Davis, Delia.
DONALDA	Miss Gertrude A. Martin, Donalda.
EDGEERTON	Mr. R. Hulland, Edgerton.
EDMONTON HIGH	Mr. R. L. Mattern, M.A., Strathcona High School.
EDMONTON PUBLIC	Wellesley Fraser, Parkdale School.
EDMONTON SEPARATE	Miss M. Roche, 11320 102nd Avenue, Edmonton.
ERSKINE	Mr. A. D. Norris.
EDSON	Mrs. W. H. Sheridan, Edson.
*FERINTOSH	Mr. D. G. McLean, Ferintosh.
FORT SASKATCHEWAN	J. M. Roxburgh, B.A., Fort Saskatchewan.
GLEICHEN	Miss A. H. Noble.
GRANUM	Mr. G. Bishop, Granum.
HARDISTY	Miss P. Marryatt, Hardisty.
*HANNA	Miss E. A. McLeod, Hanna.
HIGH RIVER	Miss A. Creighton, High River.
INNISFREE	Mr. Sam Crowther, Innisfree.
ISLAY	Miss G. H. Marois, Islay.
*JENNER	Miss F. Garrison, Jenner.
LACOMBE	Miss Louise E. Schmalz.
LAMONT	Miss Eva Duke, Lamont.
LEDUC	Miss C. D. Inkster, Leduc.
LETHBRIDGE	Miss Jean Jackson, 1326 6th Avenue South, Lethbridge.
MAGRATH	Miss R. Glenn, Magrath.
MEDICINE HAT PUBLIC	Miss H. L. Malcolm, 265 Belfast St.
MEDICINE HAT HIGH	Mr. W. R. Baker, B.A., Alexandra High School.
*MILLET	Mr. W. J. Lovergan.
MIRROR	Miss Marjorie M. West, Millet.
MONTARIO	Miss Madge Hargrove, Altario.
MUNDARE	Miss J. J. S. McCallum, Mundare.
NANTON	Mr. H. G. Menzies, M.A., Nanton.
OLDS	Miss C. E. Cameron, Box 349, Olds.
*ORION	Miss A. Yuill, Orion.
OYEN	Mrs. Alice C. Robinson, Oyen.
OKOTOKS	Miss L. C. Patterson, Okotoks.
PINCHER CREEK	Miss M. Longley, Pincher Creek.
RAYMOND	Mr. H. D. Weaver, Raymond.
RED DEER	Miss Pearl Ebert, B.A., Red Deer.
REDCLIFF	Mr. H. O. Klinck, Redcliff.
RIMBEY	Mr. Tracy, B.A., Rimbey.
ROCKY MOUNTAIN PK	Miss M. E. Porter, Canmore.
SMOKY LAKE	Mr. A. A. Kotash, Smoky Lake.
STETTTLER	Miss Grace Rogers, Stettler.
*STIRLING	M. Campbell, Stirling.
STONY PLAIN	Mr. C. E. Clarke, Stony Plain.
SUFFIELD	Mr. Thos. Baillie, Suffield.
TABER	Miss Lily Perkins, Taber.
TOFIELD	Miss J. B. MacOwen.
THREE HILLS	Miss Francis E. Knight, Three Hills.
VEGREVILLE	Miss Mary Stanton, Vegreville.
VULCAN	Miss C. Wylie, B.A., Vulcan.
VERMILION	E. J. Kibblewhite, Vermilion.
VIKING	Miss G. Gallagher.
WASKATENAU	Mr. Hunter, Waskatenau.
WETASKIWIN	Miss O. I. Blakeley, Wetaskiwin.
YOUNGSTOWN	Mr. C. L. Stultz, Youngstown.

*New Locals formed during the past month.

No Provisional Locals have yet been formed.

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.



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Editorial Notes

We have devoted the greater part of this issue to the situation in Brandon, and with a purpose. In the first place, that our Alberta readers may be fully informed as to the facts of the case, and, also, that Alberta teachers may realize the need of professional unity. Clearer and clearer it becomes that as the welfare of education is conditioned by the welfare of the teaching profession, so the welfare of the profession depends upon its ability to stand solidly united from Coast to Coast.

Alberta teachers must by this time realize the excellence of the work which is being done by the Edmonton Summer School. The Director, Mr. McNally, deserves great credit for having placed our Summer School in such a position that it has not more than one or two rivals in the Dominion. It is to be hoped that there is nothing in the rumor that after this year the government will not return railway fares to Summer School students. Such a change, while not affecting our city teachers to so great an extent, would seriously handicap our rural teachers, and cripple the Summer School in its effort to raise the status of our Alberta schools.

Our last issue contained a prospectus of the new research course in Education which is offered by the University of Alberta for the Degree of Bachelor of Education. It is expected that holders of this degree will be able, by one year's residence at the University of Edinburgh, to obtain the Doc-

One of the things which adds much to the efficiency and stability of the teaching profession is permanency of position. Linked with this is assurance of schedule. Given these, men and women are ready to give heartily their talents, training and enthusiasm to one thing only: their class-room duties. Nothing is so disturbing to the profession as "underbidding," because it tends to break down professional enthusiasm and co-operation. Within the past fortnight several cases of "underbidding" have come to our notice. This is an evil hard to combat, because those guilty of the practice are usually non-members and the poorest teaching material. We must make an effort to overcome this evil and it is best met by an appeal of loyalty to the profession and respect for one's own good name.

tor's degree. Outside of Toronto, no such facilities for advanced work in education are, we believe, offered elsewhere in Canada. One of the half-units required for this course is now being given by Mr. E. D. MacPhee, M.A., B. Educ. (Edin.), while Dr. Killam is giving a complete course of lectures on Educational Statistics. When Alberta teachers realize what the University of Alberta is doing for Education in our Province, they may well be proud of our provincial University.

The attention of our readers is directed to an extremely valuable article in this issue entitled, *Vocational Training and Common School Reform*. The writer, Mr. W. Wallace, M.A., F.R.S.E., of Campsie, Alta., is not at present engaged in educational work, but he was for years an outstanding educationist in the Old Land.

Mr. Wallace remarks: "Children like to learn; but few people of any age relish being taught." Quite so. And what is "teaching" anyway? And what are the duties of a teacher? Unfortunately, no two answers to either of these questions agree. Until our concept of teaching becomes definite and is based on exact knowledge; until the results of teaching can be measured and standardized, teaching must inevitably suffer by comparison with the other learned professions.

We are glad to acknowledge the receipt of three excellent High School Annuals, one from T. E. A. Stanley, Principal of the South Calgary High School, one from W. Crawford, Vice-Principal at Lethbridge, and one from Principal D. M. Sullivan, of Medicine Hat. In style and contents alike, these magazines are highly creditable productions, and a tribute to the alertness of our Alberta High School students.

Judging from advertisements appearing in the *Toronto Globe*, there is no salary-cutting at the present time in Ontario. Indeed, the salaries there offered far outdistance the best schedules in Alberta. Yet we hear rumors of salary reductions in some of our Alberta towns and cities.

One need not be surprised, therefore, that an exodus of Alberta teachers has already begun. Three of Calgary's best High School men have recently left the Calgary staff to take positions in Ontario. More will undoubtedly follow from other Alberta centres, and they will, of course, be our most experienced and best qualified men and women. This constitutes a serious problem indeed both for the Alberta Trustees and for the A.T.A.



The Brandon Staff—Two Lists



On another page we are printing two lists of names. In one will be found the names of those who taught in the Brandon Schools up until May 1st, when their contracts were terminated by the Brandon School Board. This was one of the finest staffs any city ever had, well trained, highly qualified, experienced, carefully selected, unusually capable and earnest in the discharge of duty. At their head were two men whose names were known throughout Western Canada as educationists of whom any city might be proud. They have all been dismissed: how and why is well known to every teacher in Canada. No teachers today are held in higher esteem by the rank and file as well as by educational leaders in Canadian schools than these conscientious men and women who up until May 1st staffed the schools of Brandon. They are the honored ones.

The second list contains the names of those who entered the schools of Brandon after the dismissal of the regular staff, most of them, we believe, with full knowledge of what they were doing. Some of these, it is true, worked for only brief periods, but all served in some capacity. We have an explanation to

make in regard to this second list. It has been very difficult for the Federation to find out the particulars as to real names (in some cases), qualifications, and experience. If any of these people have qualifications which we have not properly noted, then we plead the excuse that we could not get the information and we shall be glad to say that they may be better than we think they are. In any case we are trying to be perfectly fair, and we are sure they will not mind our letting teachers generally know who they are. In one respect they are like those of the first list: verily they have made their choice! — *M.T.F. Bulletin*.

Brandon Staff, Dismissed April 30

It has up until recent weeks been the policy of the Brandon School Board not to engage any teacher for the Collegiate whose qualifications were less than a degree in Arts and first class professional, and for the Elementary Schools no one whose standing was below second class professional and at least two years' experience. Here follows the former staff and their qualifications:

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 Mr. W. J. G. Scott, B.A., Queen's.
 Mr. E. Knapp, M.A., Hon. Grad. Science, Queen's.
 J. C. Wherrett, B.A., Manitoba Univ.
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 Miss S. McMorine, B.A., Hon. Moderns, Manitoba.
 Miss I. Fagin, Graduate in Household Science, Stout Institute, Wisconsin, U.S.A., Undergraduate of Chicago Univ.
 Miss J. I. K. Garrow, Graduate in Household Science, Guelph.
 Miss M. Crompton, Mistress of Art, England.
 Mr. Jas. H. Skene, Undergrad. Edinburgh Univ., Man. Training Cert.
 Mr. G. W. Haigh, Manual Training Cert.
 Mr. Arthur Black, Physical Training Cert.; Summer School Certs.
 Mr. B. A. Tingley, B.A., Univ. of Man. and McMaster Univ.
 Miss T. Kyle, B.A., Univ. of Man.
 Miss M. Struthers, B.A., McMaster Univ.
 Miss F. Fraser, B.A., McMaster Univ.

SECOND CLASS PROF.

Miss A. H. Potter	Mrs. E. May
Miss M. Johnson	Miss H. Conley
Miss E. Ritchie	Miss W. McDonald
Miss M. Murray	Miss G. W. Peirson
Mrs. M. Bird	Miss E. E. Hammond
Miss E. Buchanan	Miss C. Parkinson
Miss E. Grantham	Miss L. Crawford
Miss G. Shea	Miss P. More
Miss H. McKellar	Miss A. Tupper
Miss F. M. Westwood	Miss B. Knowlton
Miss C. Hall	Miss H. Leitch
Miss O. E. Thomas	Miss J. Wellwood
Miss J. McCreary	Miss M. Nichol
Miss A. E. Dorsey	Miss M. G. Fraser
Miss G. Davidson	Miss L. Harrison
Miss M. E. Freeman	Miss C. McDonald
Miss E. A. Paisley	Miss E. Cookson
Miss H. Grant	Miss N. M. Moore
Miss G. Riesberry	Miss M. Noble
Miss M. Morris	Miss A. Galbraith
Miss V. Speers	Miss V. M. Cramm
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Miss B. Rose	Miss E. H. Caffrey
Miss L. Hartt	Miss J. Fawcett
Miss M. E. Magee	Miss R. E. Matheson
Miss M. Cuthbertson	Miss M. O. Hornibrook
Miss F. C. Lander	Miss H. T. Cameron
Miss V. A. Fawcett	Miss N. A. Pilling
Miss R. M. Caffrey	

FIRST CLASS

Miss E. V. Campbell	Miss E. R. Riesberry
Miss M. McKinley	Mr. J. H. Snyder
Miss S. A. Redmond	Mr. V. N. Riddle
Mr. C. Moore	

Summary—

Graduates	14
First Class	7
Second Class	59
Special Standing	6
	—
	86

In addition to these we must add the name of Mr. Alfred White, Superintendent of Schools, whose dismissal took place at the same time. Mr. White is one of the leading educationists of the West and stands high in the councils of the profession in the Dominion.

List of Individuals Who Have with the Work of Carrying on the Schools in Brandon Since May 1, 1922

Mrs. Amy E. Power	Mr. J. T. Steele
Mgt. E. Pierce, 2nd. Ont. 1902	Wm. Todd, Hamiota
Eileen Loney, Kemnay	Miss O. Smith, Brandon
Bessie McLean, Hamiota	Miss B. Hall, Brandon
Dan E. Wilkie, Ninette	Mrs. Hilliard, 3rd Ont., 1901
Miss E. A. McLean, Hamiota	Ellen Stark
Lila A. Walker, Moore Park	Mrs. Southwell, Nova Scotia
R. G. Watson, Elkhorn	L. E. Smith, 3rd p., 1st non-p.
F. Grusz, 1st prof., Sask.	R. J. Stewart
J. Laurie, Brandon, 1st cl. Eng.	Miss E. Williams, Saskatoon
Ruth M. Ames, Treherne	Miss L. Smith
Laura Riddell, Holland	William Gordon
Theresa Ponath, Narcan, Sask.	Gerald Armstrong
Mrs. A. Eley, Eng. cert.	C. P. Kerr, Hamiota
Eliz. Stewart, Deloraine, 2nd p.	H. M. Whimster, Hamiota
Catharine Fraser, Hamiota	Mrs. E. Russell, 2nd Quebec
Elsie Birtles, Colonsay, 2nd p.	Miss V. Houch
Margaret Wright, Brandon	Miss L. Winston
Robert Alford, Oak Lake	F. Donaghy, Belmont
Iris Clark, Treesbank	Miss E. Bannister
Irene Andrew, Beresford, 3rd p.	Miss E. Fraser, Hamiota
Miss M. J. Thurgood, P. la P.	Mrs. Onley
Mrs. Mary Cannon, Beresford,	Miss A. E. M. Andrew, Ham-
Mrs. L. Howick, Brandon, Eng.	iota, 2nd p. Man.
Kathleen McCusker, 2nd p.	Pearl Van Vol Kingburg
B. A. Freeman, Brandon	Gertrude Robson
Edith Ball, Brandon	George E. Harris
Dorothy Strachan, 2nd p., Ont.	Winnie Hunt, 1st p. int. Sask.
Helen Crossley, 1st p. Alberta	J. A. Brown, 1st Sask, B.A. Sk.
Aleta Stewart	Hugh S. Brown, 1st Sask.
Laura E. Foster, 2nd pro. Sask.	Jno. Foster, 1st Sask, B.A. Mn.
Mrs. E. Sigurdson	Edward H. Klemmer, 1st Ont.,
Norman Brown, 3rd p., Sask.	Penn. standard 2nd
Mrs. S. A. Amyott	John Urquhart, 1st Ont., B.A.
Mrs. K. W. Ferrier, Brandon	Toronto
Mrs. D. Bain	M. S. Lloyd, 1st Sask.
Victor Leathers, Brandon	W. McLeod, 3rd cl., B.A. Alta.
Miss M. Brockman, 1st p. Sask.	F. A. Cousens, 1st perm. Sask.
Mary Day, Neepawa	Fred. Richard, Superior, N.B.

In addition to these the following also did classroom work during some period:

Margaret Creighton, Brandon	Arthur McLeod, Brandon
Mrs. A. J. Brewer, Brandon,	Alice Walker, Hamiota
housewife.	Mr. Ford, Hamiota
Jessie Kirkland, Brandon	Mrs. J. H. Foster, Lawson, Sk.
Lasby Lowes, Brandon	A. E. Dawson, Brandon
John McGregor, Brandon	Louise Whimster, Hamiota
James Hughes, Brandon	Katharine Fraser, Hamiota
Harry Coristine, Brandon	Edith McLean, Hamiota
Dave Creighton, Bn., Trustee	Sybil Kerr, Brandon
Dr. F. S. Spiers, Bn., Trustee	Marjory Leith, Brandon
Claude Snider, Brandon	Arthur McPherson, Brandon
Ella McLatchie, Brandon	Frank Bell, Brandon
John Willing, The Pas	Mrs. Frome, Sask.
Jack Lane, Brandon	Alice Walker

Summary—

Graduates	5
First Class	3
Second Class	12
Third Class	11
No Standing	28
Possible Standing	21

80

It is a significant fact that the Brandon Board is now advertising in Eastern papers for 8 Collegiate Teachers (graduate), 6 Principals (1st class), and 60 Assistant Teachers (2nd class).

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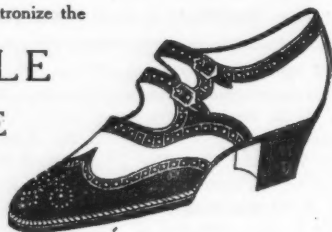
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Communications

W. Smitten, Esq.,
Commissioner of Labor,
Parliament Bldgs., Edmonton.

July 19, 1922.

Dear Sir:

Will you kindly inform me as to the method of procedure adopted by the Alberta Government Employment Bureau in case applicants for employment are advised that places are vacant in shops, mines, etc., where there may be a dispute pending or unsettled between employers and employees: that is to say, are the officials of the Bureau under an obligation to inform applicants for jobs that such disputes are matters of record in the office which records have been made on the strength of statements made by responsible officials of the union, or are the officials required to give some statement as to the details of the dispute?

Any information on this matter will be much appreciated.
Yours very truly,

ALBERTA TEACHERS' ALLIANCE.
Per J. W. Barnett,
General Secretary-Treas.

Office of Commissioner of Labor

July 19, 1922

Dear Sir:

Relative to your enquiry as to the procedure in the administration of Government Labor Bureaus when a dispute exists between an organization of employees and an employer or employers I beg to state that the Labor Bureaus Co-ordination Act provides for the notification of the Bureau that a dispute exists by the organization.

After notification has been received, before offering employment to any employee for an employer with whom the dispute may be, the representative of the Bureau must inform the employee that a dispute exists; also the nature of the dispute if this information has been furnished.

Yours faithfully,

W. SMITTEN,

Commissioner of Labor.

Mr. J. W. Barnett,
Secretary Alberta Teachers' Alliance,
Edmonton.

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On a Certain Condescension in Experts



We wonder how many of our readers have ever encountered James Russell Lowell's delightfully piquant little essay, "On a Certain Condescension in Foreigners." It requires but little imagination to envisage the twinkle in the eye of the cultivated poet and essayist as he allows his lambent humor and subtle wit to play on the self-conscious attitude of calm superiority which the Continental, and particularly the Briton, was wont to assume toward the American of 1870 or thereabouts. With a delicious plaintiveness, accompanied surely by a shrug of pious resignation, Lowell remarks: "I suppose we must consent to endure this condescending manner of foreigners toward us. The more friendly they mean to be the more ludicrously prominent it becomes. They can never appreciate the immense amount of silent work that has been done here, making this continent slowly fit for the abode of man."

We were re-reading Lowell in the quiet of our study not long ago when it dawned on us that the twentieth antitype of the "condescending" foreigner of the mid-Victorian period was to be found in the self-proclaimed educational "expert" in our midst! The Good Book says, "By their fruits ye shall know them." Judged in the light of his "fruits," your modern educational expert runs singularly true to type. The marks are unmistakable. In the first place, bureaucracy has put its brand upon him. However limited his experience and however narrow his outlook may have been before he was employed by some government bureau or board or commission, he forthwith becomes deeply impressed with a sense of his own transcendent importance. Thenceforward he speaks from the Mount Sinai of constituted authority. And speak he does—often, early and late, on all occasions—at educational meetings, at "dinner conferences," at round-table discussions. No inconsiderable amount of his time is devoted to coining new designations for "talk-fests," which he has now taken to fomenting and organizing in connection with teachers' meetings. Wherever school people come together to exchange experiences, discuss local school problems, and form and renew acquaintances, there your educational expert finds a field ready to hand for his operations. Without audiences he would soon perish from the face of the earth.

Did the gentle reader ever attempt to analyze a "set speech" of the typical educational expert, delivered with that naive attitudinizing, impassioned gesticulation, and oratorical frenzy so characteristic of the species? If ever there is an embryo Shakespeare lurking in an audience compelled to endure the frothings of your typical educational expert, his histrionic sense will certainly find in the exhibition the theme for a modernized "Much Ado About Nothing." Obvious truisms are clothed in great swelling words and uttered in a manner and tone which would lead one to believe that your expert is condescendingly imparting to his audience a discovery of world-wide, epoch-making consequence. We speak the words of truth and soberness when we say that, although we have listened conscientiously and painstakingly times without number to "set speeches" delivered by typical experts, we have as yet heard nothing that was not either perfectly obvious or perfectly ridiculous. What say you, gentle reader?

However, we would not do justice to our expert if we were to imply that his feverish activities at teachers' meetings are confined to "set speeches." Far from it! No one is so often on his feet as he. Ever and anon he rises to "clarify the discussion," to "focus the previous speaker's remarks," to "sum up the arguments that have been advanced." He is never at a loss for words—the longer and the more abstruse they are the better. Words are the commodity in which he deals. He is extremely long on words and painfully short on ideas. To him,

the supreme achievement of a meeting, a discussion, a conference, is the passing of a resolution. He is an indefatigable formulator of resolutions. Can he but propose and have passed a resolution, no matter how diffident and unconcerned and bored be the audience that "passed" it for him out of that sense of innate courtesy which characterizes the average American audience, your educational expert will go back to Washington, or wherever his official habitat may be, flushed with victory, satisfied that the fight has been won, and certain that the meeting in question has registered a distinct forward step in educational progress.

But the flamboyant enthusiasm of your educational expert is not confined to his convention activities. It's a long time between teachers' meetings, as the Governor of North Carolina did not remark to the Governor of South Carolina. "Work" must be found for the government educational expert, and if it cannot be found it must be made. Have you never found in your mail, gentle reader, a stack of neatly mimeographed sheets giving a tentative course of study in this, or a proposed outline in that, sent out by the board of this or the bureau of that under cover of a franked envelope? If you have not, you have just cause for resentment in being one of the few school people overlooked by the expert. But he will catch you if you don't look out! We have read reams of these sheets and with a single notable exception issued from the office of an expert who does not run true to type (he is the exception that proves the rule) we have never yet found one such dissertation that did not, on the one hand, reveal an absolute lack of perspective and first-hand acquaintance with the literature on the subject, or, on the other, deal with the obviously commonplace.

A distinguished divine once said what might be described in modern American phraseology as a "mouthful": "Whether a writer or speaker undertakes to unfold principles, or to set them in a more novel or striking light, to recommend their application, he should know what has been already undertaken, what has been accomplished, and what remains for discovery and elucidation." If your expert would but follow out this sane recommendation, he would be doing his bit in the promotion of economy in government operation. Paper and postage would be saved and clerical labor reduced—but what would the expert do?

Even yet we have not run the gamut of the expert's extraordinary versatility. We must not forget that he has a "per diem" from the government to pay travelling expenses. Off he goes, amply armed with Pullman reservations and brief case filled with "tentative outlines," to give battle to his mortal foes—the dragons, as he conceives them to be, of a rational conservatism in educational matters. In this department of his multifarious duties, he conceives his function to be that of an "irritant." We are all asleep at the switch and we need to be aroused—irritated—into a sense of our utter out-of-date-ness and imbecility; so he hawks his nostrums and cure-alls, compounded of equal parts of ignorance and effrontery, from the office of one supervisor or director to another.

Again he holds endless conferences, and exhibits a formidable array of tentative—always "tentative"—outlines with a never-to-be-repressed gusto worthy of a better cause. "Whatever is, is wrong," is the basis upon which he proceeds. Is there a high school course of study which has been wrought out after years of experience and in the light of local commercial, industrial, and social conditions? It matters not, it is *wrong*, and your expert has a brand-new course of study guaranteed to cure all ills, real and imaginary. Is a continuation school program being inaugurated or a junior high school curriculum discussed? There you will find your expert with a glib

ready made solution for every problem. He fattens on talk and discussion.

But you ask him for some concrete expression, in the form of teaching material, of his inchoate and iridescent "ideas." Doubtless you will be told, as the writer has been told, that that is not his business; it is, forsooth, "the business of the publisher!" Not for him is the long agony of labor and travail of mind and body which invariably precedes the production of every good school text-book. He has not surveyed the field; he does not "know what has been already undertaken, what has been accomplished, and what remains for discovery and elucidation." He has no heart for the detailed and painstaking investigation of business conditions and requirements which is a *sine qua non* to the writing of a book that seeks to fit pupils for those conditions and requirements. Organization of teaching

material and of methods of presentation is distinctly not his forte. He is a peripatetic distributor of "plans and outlines," an itinerant dispenser of ill-digested "information," an inde fatigable pamphleteer, and a perpetual talker, debater, and mover of resolutions.

May the shade of the scholarly Lowell forgive us if we venture to paraphrase slightly the sentences already quoted: I suppose we must consent to endure this condescending manner of experts toward us. The more friendly they mean to be the more ludicrously prominent it becomes. They can never appreciate the immense amount of silent work that has been done in bringing our courses of study in business training and in giving them a sane, rational, and hopeful outlook toward the future.—C.G.R., in *The Budget*.

Teachers' Organizations and their Influence on Educational Efficiency

By HARRY CHARLESWORTH, President Canadian Teachers' Federation

It is a very evident fact that this is the day of "Organization." There seems to be no limit either to their number or their variety. It would appear to be a generally accepted doctrine that where any group of individuals has a common purpose, such purpose can best be accomplished by a systematic organized effort. This being the case, it is somewhat remarkable that there should be singled out certain groups which are supposed to be exceptions; groups for which organization is not only considered unnecessary, but harmful, both for the members of the group and for the world in general. It is even more remarkable that the teaching profession should be considered in this class of notable exceptions for which organized efforts are not good, and yet who can deny that in many minds such an opinion is held. While there is nothing wrong in the fact that there are organizations of financiers, doctors, lawyers, manufacturers, retailers, wholesalers, farmers, fruit-growers, grain-growers, milk-producers, all classes of manual workers, and so on ad infinitum, yet there is something seriously out of place when a group of teachers form an organization. It is to be understood, of course, in this connection, that I am using the term "organization" to denote an active, enthusiastic, and live body, with constructive ideas for its own interests, its own advancement and its own welfare, and with sufficient executive ability to translate its ideas into actual fact.

There never has been, and there never will be, any objection to teachers having their organizations, as long as they confine their attention to listening to well-worn educational platitudes (often from the lips of those who would never dream of putting their sons or daughters into the teaching profession); or to passing innocuous resolutions which can be immediately forgotten without causing any concern to anyone.

Recently, however, teachers have decided to follow the example set by others, and have therefore formed many organizations which have proved themselves to be active instruments in promoting the interests and the welfare, not only of the teaching profession but of educational efficiency generally. It was only to be expected in consequence, that such movements would attract some attention from those whose long cherished opinions were so completely upset by this development, and hence it is not surprising to find a subtle campaign of criticism emanating from these persons. That such criticism exists is the highest commendation possible to the teachers' organizations, for it is absolute proof that there is activity and development at work amongst members of the teaching profession in place of the apathy and helplessness of the past; it is satisfactory evidence that there is a forward movement in progress, for a forward movement always affects those who are foolish enough to stand in its way, and also those who are too self-centred and

self-satisfied to keep pace with it, and are therefore left behind. Critics of effective teachers' organizations will be found in one or the other of these two classes. Criticism of teachers' organizations is not confined to laymen; there are teachers amongst the ranks of the assailants, and this often causes apprehension and worry. I fail to see why there is reason for alarm. On the contrary, I am of the opinion that such is a good sign. If the teaching profession is to become what it ultimately must become, namely, a highly efficient profession rendering the highest possible service to the children of our land, and consequently playing a tremendously important part in the uplifting of our national life, then it is essential that every teacher shall be more highly trained; more thoroughly prepared; and shall be at all times active, and enthusiastic in keeping up-to-date in all matters and movements of importance educationally. It is also imperative that the first interest every teacher shall be centred in his or her work; that self-interest and self-advancement shall be kept under the control of a high standard of professional ethics; that every teacher shall temper his or her individual opinion by the considered opinion of the majority; and that every teacher shall bear his or her share of the financial obligations necessary to bring about the raising of the status of the teaching profession. It is necessary that the number of permit teachers, temporary teachers and teachers who are using teaching merely as a stepping stone to other careers, shall bear his or her share of the financial obligations necessary to bring about the raising of the status of the teaching profession. It is necessary that the number of permit teachers, temporary teachers and teachers who are using teaching merely as a stepping stone to other careers, shall be reduced to the absolute minimum.

These are some of the practical things which teachers' organizations are successfully attempting. It will readily be seen that many of these things may not be welcomed by certain types of teachers and until they see new visions and become enthused with the new spirit they may be expected to remain outside of the organized ranks, and to make attempts to belittle the work of those within. It should be borne in mind that the effectiveness of any organization can not be measured by its numerical strength, but rather by the sum total energy and power displayed in its activities.

Let us consider a few of the more common criticisms heard concerning teachers' organizations.

1. They tend to foster inefficiency:

Such a charge is absolutely untrue, and is used mainly because it is an excellent weapon to reflect discredit upon their workings. No teachers' organization which is really a professional organization can afford to tolerate inefficiency in any

shape or form. Indeed their main purpose must be, and is, to demand the highest efficiency of all members, and to work as organized units to raise the standard of the profession as a whole and to increase generally the effectiveness of our educational systems. The most promising and hopeful sign in the educational world today is the rapid growth of teachers' organizations for they have already proved that they will do more than any other factor in bringing about vital educational reforms. Some of the practical results brought about by organized effort on the part of teachers have been:

- (a) Increased normal school training for those entering the profession;
- (b) Increased academic standing before acceptance in a normal school;
- (c) Increased facilities for teachers to raise their grade of certificate, by summer schools, reading courses, and extra-mural work in connection with the universities;
- (d) Increased interest in educational research, and in modern movements of education;
- (e) Increased vision of the larger work of teaching, viewed from a community point of view;
- (f) Increased co-operation between the citizens and the school, by means of interesting the various community organizations in the work of the schools;
- (g) Increased pride in the teaching profession and an enthusiastic loyalty to it, leading to all the benefits accruing from combined team work, as opposed to counteracting individual efforts;
- (h) Establishment of clearing houses for educational thought, by means of professional journals and conventions. The success of the individuals has thus been placed at the disposal of all;
- (i) Increased respect of the teaching profession for itself; and in consequence increased respect from the community.

Surely this partial list is enough to show the strength of teachers' organizations when judged by their attitude to efficiency.

Before leaving this subject, it may be well to point out that "inefficiency" is a very indefinable quality, and teachers very rightly object to any action being taken on a charge of inefficiency, unless satisfactory evidence is produced by those making the charge and produced in the presence of the teacher concerned. A teacher's inefficiency should be judged by educational experts, who know and understand, and not by laymen who, no matter how well-meaning they may be, are incompetent to pass sound judgment. Who would ask a carpenter to judge a farmer's merits, or a bricklayer to pronounce upon the skill of a surgeon? Why then should a teacher be called upon to face the possible ruination of a career, simply upon the charge of inefficiency made, say, by a blacksmith, even though such may be an excellent blacksmith, and may have been honored by his fellow citizens by the bestowal of sufficient votes to elect him as a school trustee. The bestowal of votes does not give expert knowledge, for if it did we would doubtless have better and more efficient government from our elected representatives than is now the case.

2. They tend to destroy initiative and individuality:

This statement is often made by teachers who wish to justify their absence from association membership, and for such a purpose it probably is useful. Unfortunately for them, however, it is not a fact. Quite the reverse; organizations encourage initiative and individuality. They simply insist that all positions and promotions shall be honorably won, on the basis of merit, and do not countenance advancement of one's own interests if such advancement means that someone else has been called upon to suffer unjust treatment in consequence. The application of the Golden Rule, "Do unto others, as you would they should do to you," is all that an association demands of its members. The fact that experience shows that the teachers of greatest initiative, individuality, efficiency and

vision are, almost always, active members of teachers' organizations is probably the most complete answers to this second criticism.

3. Teachers' organizations are only concerned with salaries:

Even if this were true, it would be no crime, for considering the low salaries paid in the past, the task of bringing about some improvement is one of great necessity. But here again, the statement is incorrect, the insertion of the word "only" making it false. In matters of salary we have a "vicious circle" in operation. We are told by some school boards and officials, "If we could get better and more efficient teachers we would quite willingly pay higher salaries." On the other hand, teachers' organizations feel that if higher salaries were paid, then better teachers would be available. The actual truth would seem to be that the two things must go together. We must have higher salaries and at the same time demand higher qualifications and greater efficiency.

4. Teachers' organizations are led by "extremists" and "agitators:"

I hesitate to take notice of this criticism, but the fact that some people are led to believe it, if it is not refuted, causes me to point out its utter absurdity. Teachers elect their leaders in a thoroughly open and democratic manner, and they have the privilege of passing upon the work of their officers at each annual meeting. The number of times that unanimous reelection is conferred would tend to prove that the members are perfectly satisfied with their leadership. This criticism is a very ancient method of attempting to block progressive movements by means of seeking to cast discredit upon those who are called upon to lead such movements. Teachers are not the first, nor will they be the last, to suffer from such tactics. History is full of examples. If it were not for supposed "agitators" many of the liberties we cherish most dearly in our present day would still be denied to us. It is now counted an honorable thing to have agitated in favor of such movements as democratic liberty, freedom of speech, extension of the franchise to women, abolition of slavery, restriction of child labor, etc.; yet those now so honored were made the object of all kinds of personal attacks while the movements were in infancy. Teachers should remember that when their leaders are abused and classed with "revolutionists" it is an open admission of the fact that these leaders have presented such an unanswerable case that it cannot be met on its merits, and therefore resort must be made to underhanded malicious methods. Teachers owe a tremendous debt of gratitude to those of their numbers who consent to lead and to work unselfishly without any thought of reward, in the interest of the profession, more particularly when it is seen that such leaders will be made the target of abusive criticism even though their personal honor, integrity, and efficiency are beyond reproach.

In conclusion, let me add that teachers' organizations are patriotic in the highest sense of the word; they are not connected in any way with any movements tended to lessen the dignity and authority of constitutional government; they are fully conscious of and extremely jealous of the vital nature of the teaching profession in moulding our national life; and their first aim is to labor constantly to make the teaching profession highly efficient, and to render to the country the greatest possible service in those fields of endeavor which have been committed to the care of the profession.

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Advertisers

Manifesto of the Canadian Teachers' Association

405-6 Campbell Bldg., Victoria, B.C.
June 8, 1922.

J. W. Barnett, Esq.,
Alberta Teachers' Alliance,
10701 University Ave., Edmonton, Alta.

Dear Sir:

Enclosed please find copy of an open letter to the Canadian teachers, concerning the Brandon situation.

I should be glad if you could give this the fullest publicity possible, either in the press or in your magazine.

Thanking you in anticipation, I am,

Yours faithfully

HARRY CHARLEWORTH,
Pres. Canadian Teachers' Federation.

To the Teachers of Canada:

Dear Sir, or Madam: — You are no doubt, by this time, fully acquainted with the details of the school situation in the city of Brandon, Manitoba, where the services of the whole of the teaching staff, and also of the city superintendent, were dispensed with on May 1st last, following their refusal to accept a reduction of twenty-five per cent. of their salaries.

Since that date, constant efforts have been made to bring about a satisfactory settlement, but up to the present time, all such efforts have proved fruitless. The School Board refuses to adopt any conciliatory attitude and seems to be intent on pursuing its policy of ignoring all suggestions for overcoming its difficulties. It seems to be fully persuaded that as long as a classroom can be opened, no matter what professional status, (or lack of status) the so-called teacher may have, then all is satisfactory, and its actions are therefore vindicated. It appears to be entirely oblivious of the fact that a trustee's first duty is, as the name implies, to act as a guardian for the children in the vital matter of their education, and to see that not one of them is denied its inalienable birthright, namely, the right to the very best possible education, at the hands of the very best possible teachers. There can be no doubt that an investigation into the qualifications of those who are now acting as teachers under the Board would show that a large majority can by no stretch of the imagination be ranked among the best teachers, and one would have thought that, seeing the nature of the qualifications of the applicants, the Board would have hesitated to make any appointments, but would have come to some agreeable understanding with their former staff. Their undue haste in making such appointments, undoubtedly, has constituted the greatest obstacle to a mutually agreeable solution of the difficulty.

As is usual in cases of this kind, the School Board, and that portion of the Press which is so valiantly endeavoring to justify the Board's actions, are now seeking to cover their obvious failure by the old time-worn method of beclouding the real issues, and of dragging in the overworked terms of Bolshevism, Sovietism, Autocracy, etc., in the hope that the public's well-known aversion to these things, and the readiness with which large numbers of people accept statements without investigation, might lead many to be deceived, and to support the stand of the School Board against such an apparently undesirable body of citizens as those who are connected with the Teachers' Organizations.

Unfortunately for the School Board, facts are stubborn things, and they have a very disconcerting habit of forcing themselves to light, if given time. These facts will eventually show that the autocracy is all on one side, and that side is not

the side of the Teachers' Organizations. Every Canadian teacher knows that their organizations are based upon the fundamental principles of democracy. Their leaders are chosen by popular vote, and can retain office only so long as they carry out the will of the majority of the members. There is no need to labor this point. An investigation into their methods and their constitutions will readily convince all except those who have no wish to be convinced.

To those who are intimately connected with the workings of teachers' organizations, and particularly to those who have followed the wise and sane leadership given by the officers and executive of the Manitoba Teachers' Federation, through all of their difficulties, the attempt to lay the Brandon trouble at the feet of the "supposedly reactionary leaders" of the Manitoba Teachers is utterly and entirely absurd.

It will be noticed also, that in press dispatches, the Brandon teachers are reported to be on "strike." This again is, no doubt, an attempt to bring disapproval of the teachers from all of the people who have a hatred of such a thing. I wish to say emphatically that Canadian teachers generally are not in the least anxious to adopt the method of "the strike." I also wish to say, just as emphatically, that the Brandon teachers are "not on strike." What are the facts? On February 27th, 1922, the employees of the Board, including the superintendent, were called together and advised that the following resolution had been passed by the Board two days previously:

"That it being apparent that the Board's revenue will not put it in funds for payment of more than 75 per cent. of the teachers' schedule, the teachers and superintendent be asked to consider the situation and accept the present reduction of 25 per cent. effective March 1st, 1922, subject to the possibility of additions by way of bonuses, if revenues available for the year will, in the judgment of the Board, permit; also that failing an immediate agreement notice be given of the termination of all contracts on or before May 1st, 1922."

(Note.—The teachers' schedule referred to is the schedule fixed by the Board of Reference last year.)

From this we see that the teachers received an ultimatum from the Board, asking them to accept *immediately* a reduction of 25 per cent. on their salary as fixed by an impartial Board of Reference, failing which their contracts are to be terminated. Because the teachers refused such an autocratic request their contracts were cancelled and they are now supposed to be "on strike." No wonder the Board is looking around for some side issue, and no wonder they jumped at the suggestion of some deep-laid conspiracy on the part of teacher organizations to usurp the powers of school boards and establish some new-fangled scheme of autocracy and intimidation.

In order to make clear the position of the Canadian Teachers' Federation, I wish to state that the Brandon teachers are receiving the full support of the Dominion Organization of which they form part, because:—

1. The Brandon teachers decided unanimously on their course of action, without being influenced in any way by any outside person, or outside organization.
2. The Manitoba Teachers' Federation, after investigation, endorsed the action taken by the Brandon Association, and pledged its full support.
3. The Canadian Teachers' Federation, after investigation, endorsed the stand taken by the Manitoba Teachers' Federation, and, in consequence, every Provincial Organization in the Dominion pledged its full support.

The investigations proved clearly that:—

1. The Board acted autocratically and unfairly.

2. The Board wished to ignore the finding of a former Board of Reference.

3. The Board refused to submit the matter to any form of arbitration, even though the Manitoba Statutes provide for a Board of Reference to settle school disputes.

4. The Board refused all offers of mediation.

5. The principle of teachers being paid in accordance with the ability of a city to collect its taxation is absolutely unfair and unjust to the teaching profession. Teachers should be paid for "services rendered" and this service is in no way influenced by the taxation difficulties of a community. The taxation problem is entirely separate from the value of a teacher's services.

6. To expect ninety individuals to make such a large contribution to the carrying of the city's financial burden is manifestly unjust. Why not ask all citizens to contribute twenty-five per cent. of their yearly incomes?

7. The teachers have been ready at all times to agree to arbitration, or any other form of suitable mediation.

The last question I wish to deal with concerns the professional status of those now teaching in Brandon. It is reported on excellent authority that many of these have little or no qualifications. If this be so, then it constitutes a very serious situation of which the teaching profession of this Dominion must take cognizance. It is a source of satisfaction to know that the Manitoba Education Department is not recognizing those who are unqualified. The question naturally arises, however, as to whether any school board should be allowed under any circumstances to engage unqualified teachers to take charge of the children in the schools, when there are qualified teachers available, and in this particular case qualified teachers would have been readily available if the School Board had adopted a reasonable attitude. Unqualified doctors, or unqualified lawyers, are not allowed to practice, as a protection to the public. Should there be no protection, in the tremendously important profession

which calls for the mental and moral development of the child? In this connection, the Brandon Board would probably reply that they advertised for suitable teachers, but that due to the "autocratic Soviet methods" of teachers' organizations, they were unable to obtain the requisite number.

I wish to conclude by saying that the failure to obtain efficient teachers is not due to the methods of any organization, but is due to the fact that there has arisen in the teaching profession of Canada a very high sense of professional loyalty, with a corresponding degree of professional etiquette. The teachers of this Dominion have decided that in such situations as that in Brandon, they can do no better than adopt the Golden Rule, "Do unto others, as you would they should do to you." They have decided that professional advancement is dearly bought, if it means inflicting hardship and injustice upon a fellow teacher.

The most gratifying feature is that all teachers worthy of the name whether members of an organization or not, have adopted the same high standard of moral conduct.

Boards who think it advisable to treat teachers with little or no respect, and who wish to act unjustly, would do well to bear in mind that it is not an organization, but something far more powerful, namely, an unswerving and lofty professional ideal, against which they are contending. The Canadian Teachers' Federation is the embodiment of this ideal, the spirit of absolute loyalty to our fellow members, and this spirit will be with the Brandon teachers until justice has been granted to them. We ask for nothing more than courtesy, co-operation, and fair play.

That, even at this late date, some means of providing a mutually satisfactory arrangement, may be speedily found is no doubt the wish of all Canadian teachers.

Yours respectfully,

HARRY CHARLESWORTH,

Pres. Canadian Teachers' Federation.



Putting the Brand on Brandon



The following interesting article by R. A. Farquharson, staff correspondent of the *Toronto Globe*, appeared in that paper Tuesday, June 13th. The heading is: TREAT TRUSTEE WHO'S FILLING IN TO INK BARRAGE; PUPILS IN BRANDON SCHOOLS JOIN TEACHERS IN OPEN REBELLION; UTTER DEMORALIZATION; SITUATION GETS INTO PROVINCIAL POLITICS—ALSO INTO POLICE COURT.

Brandon, June 12.—An attempt to cut down civic expenditures has involved Brandon in an educational tumult unparalleled in the history of Western Canada. In a month the educational system of the town has been practically wiped out. Conditions are becoming worse instead of better. The bitter feeling aroused may take a generation to die out. Strife divides all sections of the community. Friendships have been split up, families disagree; discord in churches, lodges and associations has upset the labor of years.

Grouped with the trustees in the dispute are the majority of the business men, the retired farmers, and the very conservative element; on the other side are the great mass of parents. There are a few neutrals. Both parties are strong, and there are no signs of either yielding, though everyone is disgusted with conditions existing.

SCHOOLS UTTERLY DEMORALIZED

No matter what side one takes the fact remains that the schools of Brandon have been utterly demoralized. Before the present trouble the city was said to have one of the best school systems, if not the best, in Manitoba. In the last month the children have learned more about making a teacher's life miserable than they have of general education. The complete absence

of morale in the schools is one of the most serious phases in the situation.

Though the trustees claim that there is a measure of discipline, parents believe, from stories the children tell, that school hours have become a riot of unbridled license. As a result, many pupils are being kept at home. The School Attendance Act is in abeyance, and the parents are just waiting for someone to suggest its enforcement. Private schools have been opened by several of the former teachers, while individual tutoring is being done by a number of others. A number of High School students have been attending the Brandon College since the College term was completed early in May; others have left town to finish the school year at other centres; the majority are attempting to complete the year in the disorganized Brandon High Schools.

BROUGHT ON BY DEPRESSION

There are undoubtedly two sides to the situation. The financial condition of the town necessitated retrenchment. The Board was advised by the City Council, and also directly by the city's bank, that the city was drifting steadily into a dangerous and critical financial condition; that the city's current borrowings from the bank had been largely in excess of revenue, and that the bank would no longer finance civic expenditure in excess of anticipated revenues as based on experience. Under present conditions, with the spectacle of at least one other Western city in the hands of a receiver, the City Council and the Board, after extended and anxious joint conferences, determined, at whatever cost, to endeavor to protect the city's solvency and credit

by cutting down the civic budgets to the limits of revenue.

After drastic paring of the estimates, the elimination of manual training, domestic science, and other special courses, the Board found it would have to economize still further. The trustees figured they would have only sufficient funds to pay 75 per cent. of the salary list; the teachers were notified that they must either accept a 25 per cent. cut or resign. They resigned in a body.

REGULAR STRIKE OF PUPILS

On April 30 the resignations took effect. On May 1 the new staff took charge. The result was a regular May Day demonstration. High School pupils deserted the class rooms, paraded to the other schools, gradually adding recruits to their numbers, until practically the whole school population was marching through the town. "We want our teachers back," flared forth on improvised banners.

Fortified by the wide experience gleaned from sitting on the Board, one trustee attempted to act as Principal of a school. He was plainly told by the pupils that he was not wanted. He persisted. Chunks of carbide were dropped into the ink-wells, and the boys subjected their volunteer chief to an ink barrage. Someone else is doing duty as Principal now.

One unfortunate High School pupil, whose parents backed the trustees, was induced to try his hand at instructing a lower grade. His chief troubles commenced when, after a few days' teaching, he reverted to the rank of a pupil. His classmates sent him to "Coventry," and he is there yet.

In the month that the schools have been operating under the new staff there have been repeated changes of teachers. Many of those who were engaged to fill the breach had no certificates and very few other qualifications. The Board, striving for efficiency, has by degrees been getting more accomplished teachers, but the changes have come fast and often. In one classroom there have been five different instructors since May 1; in comparatively few is the original "substitute" still carrying on.

AIRED IN POLICE COURT

A few days ago in the Police Court the school situation was given another public airing. One of the trustees was charged with assaulting a young boy during school hours. There is no doubt that the boy gave the trustee provocation, but the parents are up in arms at the idea of a member of the School Board daring to use physical force on a pupil who refused to obey orders which, it is claimed, he had no legal authority to give.

The situation is at a deadlock. The Manitoba Federation of Teachers has advised the profession throughout Canada of the teachers' side of the case. Whenever the Board advertises for teachers, the Federation blankets the advertisement with a notice to the profession to be "professional." The Federation will not raise the "embargo" on Brandon until the Board agrees to the demands of the former staff. These are very simple. The teachers have never refused to accept a cut in their salaries. They are willing to come back now on the sole condition that the matter be referred to a properly constituted Board of Arbitration. They have bound themselves unconditionally to accept the award of this Board.

TEACHERS CALLED BOLSHEVISTS

The trustees have so far absolutely refused to arbitrate the matter. Mr. Kilgour, the spokesman for the Board, believes that any "dickering or bargaining with the teachers would be unworthy of the trustees."

"There is nothing to arbitrate," he says. "The town's financial position makes it imperative that a cut of 25 per cent. be made."

In fact, the trustees are now very eager now to bring back the former teachers. Open charges of Bolshevism against the old staff have repeatedly been made.

Mr. Kilgour told me that the situation had been aggravated by what he termed the "Red" activities of some of the teachers. "Friends and relatives of teachers," he said, "have joined in an organized attempt on the part of students to break up the school program by hooliganism and disorder. In other words, the School Board is confronted with a situation that is identical, on a smaller scale, with the attempted Soviet reign in Manitoba in 1919."

In normal times the staff of the Brandon schools numbers 80 teachers. At present there are approximately 74, of which some 50 either have certificates or, according to the Board, are entitled to receive certificates. The others are mostly undergraduate university students.

DISCOURAGING UNDERTAKING

The Board is doing its best to re-create the system which was demolished in a day, but it is discouraging work trying to rebuild a structure in a few weeks which grew up by slow degrees, especially when the best material in the teaching profession cannot be obtained.

To add to the troubles of the Board, there is much doubt as to whether the usual Provincial grants will be forthcoming. It is against the regulations of the Department of Education to assist schools where unqualified teachers are employed. Earlier in the week the Deputy Minister of Education told me the department was standing aside. He would make no definite statement in regard to grants.

The situation has become such that it is practically impossible for a solution to be reached as long as the present Board remains in office. This seems to be the general opinion in the town, and I even heard it expressed by one or two men who are inclined to back the Board in its actions.

TRUSTEES STAND TO GUNS

The trustees have ceased to talk of resigning. With one exception they are unanimous in their opinions, and the lone dissenter has for some time found it advisable to stay away from the meetings. It will be a year and a half before all members of the Board face re-election, as the terms of only five trustees expire in December.

Unless the situation shows signs of improving it is quite possible that the Department of Education may step in, but with a general election coming off in the near future, it is fairly certain that the present intolerable conditions will drag on till midsummer. In the meantime the eyes of the West are on Brandon. Other salary reductions are coming. While the teachers complain of the abrupt way they were used, the dispute really centres on the question: Should teachers be made to suffer personally because other citizens neglect to pay their taxes?

Items from Overseas

(M. J. G.)

EXCHANGE OF TEACHERS

In an Empire Day message to British teachers, Sir James Allen, K.C.B., High Commissioner for New Zealand, and formerly Minister of Education, says:

"It is necessary that we (people in different parts of the Empire) should learn to understand one another, and I know of no better means of attaining this object than the movement which has grown so much of late for an exchange of teachers between this country (the Mother Country) and the Overseas Dominions. The elementary school teacher here is showing great keenness to exchange, but I am afraid that the response from the secondary school teacher is not so good. I should like to see more exchange between masters of the great public schools of this country and masters of similar schools in the Dominions. The teachers of the masses here are alive to the advantages; but if teachers generally only realized how much

the future of the Empire depended on a knowledge of the life, ideas, and aims of the component parts they would, I am sure, show greater eagerness to benefit by residence in one of the King's distant Dominions.

REDUCTIONS IN SALARIES

A writer in an educational journal published in London points out that the suggestion that teachers accept reductions in salary because the cost of living is slightly lower is foolish. "For one thing it would prevent us from ever breaking the vicious circle of low salaries: few qualified recruits, unqualified makeshifts, and then the protest that salaries ought not to be raised because existing teachers do not deserve them. We have been running round that circle long enough, and it must be broken in the interests of the country."

TEACHER-LESS SCHOOLS IN SOUTHAMPTON

Owing to a dispute about salaries between the teachers and the Southampton Borough Council, the schools were closed to 20,000 children. The N.U.T. and other teachers' associations contributed £6,000 per month to pay the Southampton teachers their salaries in full.

A NEW FIGHTING FUND FOR TEACHERS

At the annual conference of the National Union of Teachers held at Easter it was decided:

1. To increase the annual subscription to the Union by twenty-one shillings for the years 1923, 1924, and 1925. This

will mean an additional income for each of these years of approximately £120,000.

2. To make a levy of ten shillings per member for the current year. This will realize about £50,000.

3. To devote the money thus raised to sustentation purposes, power being given to the Executive to pay grants or loans to all members of the Union dismissed for reasons of "economy," and to expend such sums as may be necessary in maintaining or improving salary scales.

THE COST OF EDUCATION

The cost of education for each unit of average attendance in public elementary schools of England and Wales in 1921-22 is estimated at about £12, says Mr. Fisher in a written parliamentary answer. The average cost per pupil in grant-aided secondary schools in England and Wales in 1920-21 is estimated at about £26. On October 1st, 1921, the number of pupils in these secondary schools who were under ten years of age on the preceding August was about 29,000.

WOMEN JUDGES—Equal Opportunities With Men

Will judgeships of the English High Court and in the county court be open to women members of the Bar? Mr. Alfred Davies asked in Parliament. The Attorney-General replied: "Any woman who possesses the statutory qualifications required for appointment to a judicial office is equally, with any man, eligible for appointment to that office."



Brandon



This editorial, entitled "Brandon," is taken from the June number of the *Western School Journal*, Winnipeg. The editor is Dr. W. A. McIntyre, Principal of the Winnipeg Normal School. The *Western School Journal* incorporates a bulletin of the Department of Education for Manitoba, a Bulletin of the Manitoba Educational Association and a Bulletin of the Manitoba Teachers' Federation (the "Federation Page"). From this latter we extract the articles which appear below under the headings: "An Appreciation," and "Some Comments on the Brandon Struggle."—Editor.

It is not out of place at the close of a term and in anticipation of the opening of schools in August, to refer to conditions in Brandon. According to reports of those not immediately connected with the School Board or the teachers, matters could not be worse than they have been since the dismissal of the teaching force. The citizens are divided into two camps. Some who have been friends for years are no longer on speaking terms, and even in families members are divided against each other. In the schools there is often unseemly disorder, and this not because parents are prompting children to be rebellious, but because the pupils, having been accustomed to good teachers, now dislike to receive instruction from those who are unfitted for the work, and particularly from those they regard as supplanters. The worst feature of the case is not that the school children have lost two months' teaching, but that they have developed a wrong attitude to school and society. Nor will it be better after holidays. The few Normal School graduates from Saskatchewan who, without knowing the facts, came to the rescue of the Board, will not remain. They cannot maintain the respect of the teaching body of the Province and the Dominion. Few men or women dare to become outcasts from their own profession. Then the great fall rally of teachers in Brandon will no longer be possible. Instead there will be local gatherings in the neighboring towns. The Normal School will be crippled.

The High School classes will be broken up, since senior students will not willingly attend a school in which teachers are regarded as incompetent. Above all things, the people of Brandon, though they may continue to take a pride in some things, such as semi-professional sport, will have lost their spiritual enthusiasm. There will be, with some of them, life-long self-accusation because they did not at the right moment speak for their children.

Now all these statements are but quotations from men and women in Brandon who should be in a position to judge. Accepting them as a substantially accurate account of what has happened, and is likely to happen, one must condemn utterly the policy of those who are responsible for present conditions. Brandon is too fine a city to have its affairs mismanaged. No man is capable of management who is governed by prejudice and personal feeling, and no paper is worthy of respect that distorts truth and misrepresents facts. And if common opinion is to be trusted, this sentence has very definite reference, and it explains much of the ugliness of the situation.

Again let it be said that there was no necessity for the rupture in Brandon. If one or two men had been less overbearing, if they had thought more of the welfare of the children and less of overthrowing the Teachers' Federation, there would have been no trouble. As a result of this struggle the teachers of Canada will be united as never before, and the late staff of Brandon will be honored from coast to coast for their independence, their courage, and their loyalty to principle.

Nobody will censure the Brandon School Board for wishing to retrench. Retrenchment was clearly a necessity. There is a wise and a just way, and a foolish and unjust way, in going about everything. The wise and just way was not followed in this case. Hence all the trouble.

AN APPRECIATION

To those who have followed closely the course of events in Brandon for the last three months, one thing must be clearly

evident—the staunch quality of those teachers who have stood against heavy odds for the principles of a profession newly risen to professional consciousness. Against the slings and taunts and machinations of the Brandon School Board, against the innuendoes of the Brandon Press they have remained breast firm one hundred per cent. strong. Not a single break in the ranks, not a single case of backing down has occurred. The names of these pioneers can never be forgotten by their colleagues in the profession. Teachers in every part of Canada have watched them with admiration, and have felt that they were undergoing a test, not for themselves alone, but for all members of the profession. The Brandon School Board has characterized their stand as a position taken at the orders of a "Teachers' Union." They can well afford to ignore this, for their own consciences tell them that no orders were needed, none expected, none given. What they have done they have done voluntarily on no compulsion, and we believe gladly—though sorrow must enter in at the breaking of relations of long standing, at the severance of their connection with schools which their own efforts have made well and favorably known. It would be invidious to mention individual names. Some, veterans in the profession, have taken the leadership, of course, but each one, from the highest in the profession to the lowest, has done his full part. Some to our knowledge have given many days of earnest work for the welfare of the Brandon children, though their connection with the Brandon schools ceased on May 1st. The teachers of Manitoba take this opportunity of expressing their appreciation to the teachers of Brandon, and of assuring them of their co-operation and admiration.

SOME COMMENTS ON THE BRANDON STRUGGLE

No one thought for a moment, when the present struggle broke out in Brandon some three months ago, that it would result in a general breaking-up of the whole educational system of the city. But it has. *The schools are now staffed, for the most part, by persons without legal qualifications.* The old staff, termed by a prominent department official as "one of the finest staffs in Western Canada," is scattered or scattering. It is safe to assume that few or none of them will teach again in Brandon until some very radical change takes place in the policy of the School Board toward its teachers.

The School Board handicapped itself from the beginning by refusing to recognize the existence of the Teachers' Association. Hence it could not communicate with the teachers as a whole except by roundabout, ridiculous methods. No wonder it found them difficult to approach when it refused to use the direct method. Some day in Brandon a School Board will find that the teachers of that city are just as approachable, through their organization, as any business concern. Throughout this difficulty the Brandon Teachers' Association has made it a point of honor to receive every delegation or committee which asked to wait on them, and to send representatives to every meeting of any kind to which they were invited. Yet it has been claimed that they were standing apart.

The refusal to recognize the Teachers' Organization is the deliberate policy of the present Board. It refuses to its teachers the right to organize which the lawyers, doctors, dentists, and insurance agents of its personnel each exercise in their private and business life. None of these gentlemen elects to carry on his work for society single-handed. Each has his appropriate organization to which he belongs, and which is gathering to itself all the power that it can. But the teacher must have no organization. He must stand by himself, an insignificant unit. He must not have an organization which might arrange for him conditions of work, standards of attainment, remuneration, or the exclusion of imposters. Standing alone, the teacher has two options: he may take what is offered where he is, or he may proceed to underbid his fellow-teachers for a position elsewhere.

The present Board also refuses to recognize the schedule

system of salaries. Some of its members have said so in so many words. As a board it has acted on that principle. It advertised in the local paper and in Winnipeg papers that it would "cordially welcome," as it once put it, applications from individual members of its dismissed staff. Certain School Board members, in groups of two, called on individual teachers and tried to persuade them to put in applications. But it refused on several occasions to take the whole staff back, and hastened to get itself into such a position that it would seem unreasonable for anyone to suggest that the whole staff should be taken back. The former staff stood out for its organization, and for an adjustment of schedule rather than a straight cut of any stated per cent., and it was dismissed. A board which refuses an adjustment of salaries on a schedule basis is claiming the right to force teachers to underbid each other, and the right to pay each teacher only what it must, and not according to service, experience or qualifications. A further evidence of the Board's attitude toward salaries is the fact that when it advertised for teachers it offered no minimum or schedule, and so left the way clear to accept the teacher with the lowest bid. Any board which does this is betraying its trust, and should be scrapped. It is not caring for or providing for the best possible education for the children of its community, but is merely providing for a minimum service at the lowest possible cost. If all men had acted on this principle at all times, man would still be in the lowest state of savagery. No progress is possible under such conditions.

Again: The Board stood out for all its legal rights, as conferred by the Schools Act, from February 27th to April 30th. On May 1st the Schools Act became to it of no account. The Act conferred on it the right to fix teachers' salaries. That, it claimed, was what it was doing. The Act forbade it to delegate its authority and responsibility; it could not, therefore, submit any of its difficulties to arbitration. Here is a most excellent sample of the legal quibble. It could not even resign, because the Act did not provide any such easy way of escape. *On and after May 1st all this show of legality was changed. Now, it was not a matter of law, but of commonsense.* The schools were in part closed, though the law requires them to be kept open. Unqualified teachers were employed, contrary to the Act. They were paid, at least some of them, with funds which cannot, according to the Act, be raised for such purposes. And from start to finish this Board has claimed that it was doing the best it could according to its light, and its conception of its duty. *It has compromised itself before the law, and may have done so with the express purpose of coercing the authorities involved into recognizing its acts after the fact where permission for such could certainly not have been obtained before the fact.* That it has, after a fashion, succeeded in staffing its schools would seem to argue that the Board had won its fight to do as it pleases, but, before it has finally won, it must fight and win this legal battle. It would be as well, no doubt, for teachers and their organizations to realize that, if this should happen, there is no reason why any other board should not do the same thing at any time. There would then be no hope for a teaching profession in this Province, no reason why any teacher should remain at his job, no reason why any person should qualify as a teacher. Our educational system, as such, would be scrapped. We might close up our intermediate and High School departments, our Collegiate Institutes and Normal Schools, and abolish the Department of Education. And to do all this is to admit that our civilization is a failure and cannot support itself.

Further: The Board has claimed to be carrying out the will of the people, and has set itself up as the champion of democracy. But it has been careful not to say what people, or what kind of a democracy. Athens and Rome were democracies built on slavery. The Board itself was not unanimous at any time, and could only claim to be so because one member stayed away. It had the support of a majority of the City Council and the Board of Trade, but both these bodies were divided on

the issue. It had the very vigorous support of the *Brandon Sun*, but the *Sun* is not a democratic paper. It is the self-appointed champion of special privilege and a reactionary of the most pronounced type. From the beginning of the present struggle it has had two ends in view:

(1) To make it as difficult as possible for any teacher on the old staff to remain in Brandon; (2) To make it as easy as possible for the people of Brandon to become reconciled to the action of the School Board. In order to accomplish these results the *Sun* resorted to all the devious arts of propaganda. It intimated, without actually saying so: (1) That the teachers refused to recognize their responsibilities as citizens of the city; (2) That the teachers were ignoring their responsibility to the children of the city; (3) That the teachers were in league with radical labor, and were adopting the worst of its alleged sinister views; (4) That the teachers' organizations were a disguised Soviet with, presumably, designs of the worst kind on the whole body politic. The last of this series was a gross attempt, by misrepresenting the superintendent's final report to show that the teachers as a body were utterly inefficient. A strange commentary on this last point is the fact that two days after this report appeared in the *Sun* the Board made a further determined effort to draw about half of this supposedly inefficient staff back into its service. The *Sun* featured a meeting of hand-picked supporters of the School Board to the number of about fourteen, as a largely attended public meeting which had passed

a resolution supporting the Board unanimously, and appointed a delegation to wait on the government in its interests. This is democracy with a vengeance, after the fashion of Tammany Hall. The *Sun's* ignorance on all matters concerning education is astonishing. It devoted a lengthy editorial to declaiming against a bureaucracy of educationists somewhere who made it their special business to concoct extravagant programmes of study and foist them on an innocent and trusting public.

Outside the measure of support here outlined, it would be difficult for even friends of the Board to find for it any popular support. Wherever people got together, outside of these groups, the weight of opinion was overwhelmingly against the Board. So much was this so that it came to be afraid to let any meeting be held anywhere at which it did not have a representative to form an opposition. Yet this Board claims that it is carrying out the will of the people.

REPORT OF THE C.T.F.

The third annual meeting of the Executive of the Canadian Teachers' Federation was held in the Normal School building, Saskatoon, Sask., on Monday, Tuesday and Wednesday, July 24-26. Representatives were present from Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia. A number of pressing problems were very fully discussed, and a strong resolution in regard to the Brandon situation was carried unanimously. A full report will appear in our August issue.



Report of Inspection of Brandon Schools



MANITOBA TEACHERS' FEDERATION

Mr. J. W. Barnett,
10701 University Avenue,
Edmonton, Alberta.

June 24, 1922.

Dear Sir:

Enclosed please find copy of report of inspectors who made special inspection of three days around May 25.

The state of affairs disclosed by this report should be common knowledge to all teachers, particularly to any likely to apply apply for positions at Brandon.

The Manitoba Teachers' Federation appreciates very highly the splendid professional spirit displayed almost universally throughout the Dominion.

The Brandon School Board is now advertising for 74 new teachers—a fine commentary on the capacity of the present teachers.

Can the Board get these teachers?

Yours fraternally,

G. J. REEVE,

Sec. M.T.F.

PARK SCHOOL

Teacher	Qualifications	Experience	Discipline
Mrs. Amy E. Power (Miss Boyd)	Grade XI, 3rd Normal, '16	Two and one-half years	Fair; progress fair
Margaret E. Pierce	2nd Cl. Norm. Ottawa '02, B.C., Sask, Alta, 2nd C.	A number of years	Only fair
Miss Eileen Loney	Grade XI, 3rd Class, expires June 30, '22	Two years	Very poor
Miss Bessie McLean, Hamiota	2nd year Arts. No training	None	Fair
Dan E. Wilkie, Ninette	1st year Arts, Brandon College. No training.	Two yrs. Permit, Sask.	Fairly good
Miss E. A. McLean	2nd year Arts. No training	None	Rather poor tone
Lila Alice Walker, Moore Park	Grade XI. No training	None	Fairly good
Mr. R. G. Watson, Elkhorn	2nd year Arts, 1 year Medicine. No training	None	Very bad
Mr. Fred Grusz	Grade XII, 1st Professional, Saskatchewan	Five years, Sask.	Very good
Mr. Jno. Laurie, Bdn. (Acting Prin.)	English 1st Class. No Manitoba Certificate	Some years, England	Very good
Miss Ruth M. Ames, Treherne	Grade X, 3rd Class Normal, 1914.	Six years	Good

Re Brandon School District No. 129

Note.—No teacher qualified to teach in Brandon. Three teachers might secure standing. One has Third Class, two have had Third Class certificates, and five have had no training.

Conditions in general here are better than in the Alexandra School. There are four male teachers in the building and Mr. Laurie tries to look after the general discipline in a sort of way. There has been a good deal of switching of teachers from one room to the other. This was due to the fact that some of the rooms opened May 1st, some May 10th, and some about

May 15th. In one case at least there have been three teachers in one room since May 1st.

Conditions are not favorable to progress.

In the evening there was a small riot in the school and a mob of boys with sticks, etc., were trying to get after Mr. Watson, who apparently had punished some boys. I did not see this myself but got a very reliable account of it. It is difficult to criticize the individual teacher when one considers the disadvantages under which the teachers are laboring. An inexperienced untrained teacher could not be expected to carry on the work successfully.

ALEXANDRA SCHOOL

Teacher	Qualifications	Experience	Discipline
Miss Laura Riddell, Holland	2nd year Arts. No training	None	Very weak
Theresa Ponath, Narcan, Sask.	Grade XI, 2nd Class Normal, Sask., April, '22	Three months	Weak
Mrs. A. Eley	English Parchment. No Manitoba standing	Thirteen years	Very bad
Elizabeth Stewart, Deloraine	Grade XI, 2nd Professional	Five years, Sask.	Weak
Catherine Fraser, Hamiota	Grade XI, Second Professional, 1920-21	Six months	Fairly good
Elsie Birtles, Colonsay, Sask.	Grade XI, completed 2nd Cl. Normal Sask, 1-5-22	None	Very bad
Margaret Wright, Brandon	Grade XII, 3rd Class Normal, Dec., 1921	None	Rather poor tone
Robert Alford, Oak Lake	Grade XI, 3rd Class Normal Course, 1915	Two and one-half years	Fair
Iris Clark, Treesbank	Grade XI, completed 3rd Normal Easter, 17 yrs.	None	Fairly good
Irene Andrew, Beresford	Grade XI, Sask., 3rd Class Normal, 1919	Three years, Sask.	Fairly good
Miss M. J. Thurgood, Portage la Pr.	Grade XI, 2nd Class Professional	Four years	Very bad
Mrs. Mary Cannon (Miss Elder) Beresford	Grade XII, 1st Class Professional	Six years	Fair

In this school conditions are very unfavorable. At any time I found from ten to twenty-five children in the halls and basement or on the playground. It was difficult to determine when recess ended. As you will note on the previous page, there are four teachers qualified to teach in the Brandon schools and two others I suppose are entitled to standing on their Saskatchewan certificates. Two others have Third Class Professional Certificates good for this Province. Two others have expired Third Class certificates. One has had no training and one is entitled to some standing on her English certificate.

There has been some changing of teachers. For instance, Mrs. Eley started with Grade VI and is now in Grade II. This is due to the fact that rooms were opened at teachers could be secured. There has also been some transferring of pupils. Some of the smaller schools were not opened at first and the pupils in some cases came to the Alexandra School and have now been transferred back.

About one-half of the teachers with proper training and working under ordinary conditions would make from fair to good teachers.

Mrs. Cannon has had no experience in handling such a school and everything is badly disorganized. The atmosphere is certainly not conducive to progress and in a few rooms the discipline is, to say the least, very bad.

Report of Special Inspection of McLaren School, Brandon S.D. No. 129, May 25, 1922

ROOM 1—GRADES I, II—

Pupils enrolled..... 86 April enrollment..... 90
Pupils present..... 75 April average att. 77.41

Teacher, Mrs. L. Howick; English certificate under Article 15; 12 years' experience partly as First Asst. in graded school in England; seems capable and experienced.

Mrs. Howick doing exceptionally well under the conditions—75 pupils with seating accommodation for about half this number.

ROOM 2—GRADES III, IV—

Pupils enrolled..... 40 April enrollment..... 34
Pupils present..... 34 April average att. 28.60

Teacher, Miss Kathleen McCusker; 2nd non-prof., 2nd prof. for Saskatchewan and 3rd prof. for Manitoba, 3 years' experience in Saskatchewan, rural Manitoba and substitute in Winnipeg.

Discipline and tone very poor; pupils practically marking time.

ROOM 3—GRADES V, VI, FROM NORMAL SCHOOL—

Pupils enrolled..... 23 No record for April available.
Pupils present..... 19

Teacher, Mr. B. A. Freeman, 1st year Arts; no professional standing; no experience.

Discipline and tone of this room very good. Pupils making fair response. Some progress being made in this room.

Conditions in this school are very unfavorable. The only capable teacher, by the overcrowded condition of her room, is

unable to do effective work. Better results would be secured by dividing the class and giving each half time.

Report of Special Inspection Central School, Brandon S.D. No. 129, May 23 and 25, 1922

ROOM 1—GRADE I JUNIOR—

Pupils enrolled..... 46 April enrollment..... 46
Pupils present..... 42 Average att. April.... 40.57

Teacher, Miss Edith Ball, 2nd year Arts; no professional standing; no previous experience.

Work started in this room about 9:30; discipline very poor—children talking aloud, running about the room, singing, etc. Very little being accomplished.

ROOM 2, GRADE I SENIOR—

Pupils enrolled..... 35 April enrollment..... 42
Pupils present..... 33 April average att. 35.25

Teacher, Miss Dorothy Strachan, 2nd year Arts, 2nd prof. for Ontario; 3 years' experience, partly in graded school, Fort Francis.

Miss Strachan in charge of this room only two days; should do fair work after she gets to know her pupils. Discipline fair.

ROOM 3, GRADE II—

Pupils enrolled..... 41 April enrollment..... 44
Pupils present..... 32 April average att. 36.89

Teacher, Miss Helen Grossley, 1st non-prof., 1st prof. for Alberta; no previous experience.

Discipline very poor; teacher helpless; so much noise and confusion that not one pupil in ten can hear the teacher. *Absolute waste of time.*

ROOM 4, GRADE II—

Pupils enrolled..... 40 April enrollment..... 44
Pupils present..... 37 April average att. 40.78

Teacher, Miss Aleta Stewart; 1st non-prof., 2nd year Arts; no professional standing; 2 months' experience in Saskatchewan.

Discipline poor, about half of the class working. No class teaching while I was in the room.

ROOM 5, GRADES II Sr. AND III Jr.—

Pupils enrolled..... 46 April enrollment..... 47
Pupils present..... 44 April average att. 39.36

Teacher, Mrs. Laura E. Foster; 2nd non-prof. and 2nd prof. for Saskatchewan; ten years' experience.

This was Mrs. Foster's second day in charge. The discipline was fair in this room, though there were some indications of an outbreak and Mrs. Foster did not seem to have the full confidence of the pupils. Very poor interest and little enthusiasm in this room.

ROOM 6, GRADES III Sr., IV Jr.—

Pupils enrolled..... 35 April enrollment..... 37
Pupils present..... 29 April average att. 34.85

Teacher, Mrs. E. Sigurdson; 2nd non-prof., 3rd prof., Manitoba; 25 months' experience.

Conditions favorable in this room. Teacher in control and class responding well.

ROOM 7, GRADE III SENIOR—

Pupils enrolled..... 38 April enrollment..... 41
Pupils present..... 33 April average att..... 36.64

Teacher, Mr. Norman Brown, 3rd year Arts; 3rd prof. for Saskatchewan. No previous experience.

Mr. Brown is a promising beginner, but lacks experience in teaching and management. Discipline in this room fair, though not easily maintained.

ROOM 8, GRADE IV—

Pupils enrolled..... 49 April enrollment..... 49
Pupils present..... 29 April average att..... 44.92

Teacher, Mrs. S. A. Amyott; no standing in Manitoba; in charge only a few days.

Discipline fair, pupils listless and noisy; teacher out of sympathy with class. Work dull and uninspiring; interest poor.

ROOM 9, GRADE IV—

Pupils enrolled..... 43 April enrollment..... 46
Pupils present..... 36 April average att..... 38.14

Teacher, Mrs. K. W. Ferrier, 2nd non-prof., 2nd prof. for Manitoba; 1 year's experience.

Discipline good, pupils responding well; work of teacher fair. Conditions rather favorable in this room.

ROOM 10, GRADE V Sr., VI Jr.—

Pupils enrolled..... 36 April enrollment..... 37
Pupils present..... 26 April average att..... 31.71

Teacher, Mrs. D. Bain; 2nd non-prof., 3rd prof. for Manitoba; 1 year's experience.

Discipline fair, teacher and pupils under high tension and out of harmony. Class doing some work.

ROOM 11, GRADE VI—

Pupils enrolled..... 39 April enrollment..... 39
Pupils present..... 20 April average att..... 28.07

Teacher, Mr. Victor Leathers; 2nd non-prof., 3rd prof., 17 months' experience under Mr. Morrison.

Discipline and tone good; class responding well.

ROOM 12, GRADE VII JUNIOR—

Pupils enrolled..... 31 April enrollment..... 32
Pupils present..... 24 April average att..... 28.07

Teacher, Miss M. Brockman, 1st non-prof., 1st prof. for Saskatchewan; one month's experience; in charge two days.

Discipline fair, response poor; about half of the class making little if any effort. Miss Brockwell may get the confidence of these pupils.

ROOM 13, GRADE VII SENIOR—

Pupils enrolled..... 31 April enrollment..... 34
Pupils present..... 23 April average att..... 28.92

Teacher, Miss Mary Day, 2nd non-prof., 3rd prof. for Manitoba; no previous experience.

Discipline fair, response good. Miss Day a promising beginner.

ROOM 14, GRADE VIII JUNIOR—

Pupils enrolled..... 28 April enrollment..... 28
Pupils present..... 24 April average att..... 25.35

Teacher, Mr. J. T. Steele; 3rd year Medicine; no professional standing; no previous experience. Mr. Steele, acting Principal.

The discipline and tone were very good in this room. The pupils were working very well and seem to be making some progress.

ROOM 15, GRADE VIII SENIOR—

Pupils enrolled..... 30 April enrollment..... 31
Pupils present..... 29 April average att..... 29.31

Teacher, Mr. Wm. Todd, 3rd year Arts; no professional standing; no previous experience.

Discipline good in this room; response of pupils fair.

Mr. Steel and Mr. Todd dividing the work of Grade VIII with Mr. Steele, acting Principal.

In a number of the classrooms the discipline was very poor—in three cases being so bad that effective teaching was impossible, and in seven others sufficiently bad to materially affect the work. In only five rooms was the discipline at all satisfactory. Outside of the classroom the discipline was very good, the classes being assembled and dismissed in an orderly manner. There were some lates and some loitering in the halls and on the playground but nothing of consequence. I could not detect any signs of insubordination on the part of the pupils, the unsatisfactory condition noted above being due to weak and inexperienced teachers.

Regarding the teachers: Four were without professional training, 5 claimed Third, 4 Second, and 2 First class professional certificates. Of the 15 teachers, 4 claimed over two years' experience, while 6 were without previous teaching experience. While, as indicated above, several of the teachers are doing good work and several others show promise of developing into skilful teachers, the staff as a whole is weak and inefficient. The primary grades in particular are suffering as a result.

I made some inquiries regarding the matter of remuneration the teachers are receiving, but found that they did not know just what they were to receive. Some at least have no signed contracts with the Board.

It is with very sincere regret that I have to report so unfavorably on the condition and management of the schools visited. I found the attendance for the month of May irregular and badly broken up, the discipline demoralized, the staff largely unqualified and without licenses to teach, the tone of several rooms undesirable and the administration defective and unsatisfactory generally.

The character of the work carried on in my presence lacked connection and vim, as might be expected under the conditions, and varied from fair work to burlesque.

The registers, though neither reliable nor well kept, indicate a steady increase toward the latter end of the month, and there is a possibility that the normal rate of attendance may be approximately restored in the near future.

More distressing than the question of time is the low tone of many rooms, the undesirable attitude of pupils to their new teachers and the consequent lack of discipline. In some rooms quiet and order are found, in others turbulence and disorder hold sway; but real discipline is not prominent generally. The spirit of antagonism, disrespect for authority, and the tendency toward rowdiness and insubordination are only too apparent in some departments.

Of the twenty persons acting as teachers in the above-mentioned schools eight have had Normal training of some sort, and five have had experience one year or more, recently or remotely. Two, I think, have had Normal training in Saskatchewan, or Manitoba. About four or five of the group would probably grade as fair or average teachers. The salary expected is one hundred to one hundred and ten dollars per month.

My convictions are that the school affairs of Brandon are far from satisfactory, that the laws and regulations of the Department have not been respected, and that the efficiency of the schools has been reduced to the minimum. I believe that the best interests of the children call for prompt and vigorous action towards the restoration of the schools to their former standards of usefulness as far as it is now possible to do so.

McTavish School

ROOMS 1 AND 2, GRADE I AND II—

Teacher, Miss O. Smith, Grade XI, 3rd year Arts; Normal four months; experience two years.

ROOMS 2 AND 3, GRADES II AND III—

Teacher, Miss B. Hall, 3rd year Arts; no training; no experience.

This little school is satisfactory.

King George School

Rooms 1 and 2, Grades I and II—Teacher, Mrs. Hilliard, 3rd, limited Ontario Model training 1901; experience 12 years; seems to have taught on strength of attendance at summer schools four sessions.

Grade 1—Teacher, Miss Ellen Stark, 1st year Medical course; grade XII; no training, no experience, but good natural ability.

Grade 1b—Teacher, Mrs. Southwell; Grade XI, Nova Scotia; 5 months' Normal 1914; experience 7 years but not in primary work.

Room 3, Grade III—Teacher, L. E. Smith; 3rd prof., 1st non-prof. 1922, Saskatchewan; no training; no experience.

Grade 2—Teacher, R. J. Stewart; 1st year pro-medical; no training; no experience.

Grades I and II—Teacher, Miss E. Williams; English standing and experience.

Grades V and VI—Teacher, Miss L. Smith; 2nd year Arts, Saskatchewan; interim 1st class Normal, 4 months; no experience; promising teacher. General conditions satisfactory.

Grade V—Teacher, Wm. Gordon; no standing; experience in private school; no training; discipline fair.

Grade IV—Teacher, Gerald Armstrong, 1st year Arts; no training; no experience; making a good attempt.

Grade VIII—Principal, C. P. Kerr, 3rd year Arts; no normal; no experience; discipline weak.

Grade VII—Teacher, H. M. Whimster, 2nd year Arts; no Normal; no experience; discipline weak.

Grade VI—Teacher, Mrs. E. Russell; 2nd class from Quebec 1888; training 1 year; discipline not good.

Livingstone School

Grades I and II—Teacher, Miss V. Houch; Grade XI; 4 months' Normal 1921, Edmonton; experience 1 year.

Grades I and II—Teacher, Miss L. A. Winston; 3rd year Arts; no training; no experience.

Note.—The May date includes the Assiniboia two-room school, which has been closed owing to floods.

Grade V—Teacher, F. Donaghy; 1st year Arts Manitoba; no training; no experience.

Grade IV—Teacher, Miss E. Bannister; Grade XI, 1921; Normal 15 weeks 1921; experience none; confidence sufficient.

Grade III—Teacher, Miss E. Fraser; 1st non-prof; no training; no experience.

Grades II and III—Teacher, Mrs. Olney; no standing; no training; no experience of any value.

Fleming Public School, Brandon**GRADES VI and VII—**

Teacher, Miss A. E. Andrew, 2nd prof. Man. 1915, 3 yrs. in Arts, Univ. of Man., 6 yrs. experience P.S.

GRADES I and II, 2 Rooms Combined—

Teacher, Pearl VanVol Kingburg; XI, 3rd prof. Man.; no experience.

GRADE III—

Teacher, Gertrude Robson; XI, no Normal; 6 months' experience.

GRADES V and VI—

Teacher, Geo. E. Harris; XI, no Normal; no experience.

GRADES IV and V JUNIOR—

Teacher, Miss Winnie Hunt; XII, 1st prof. Interim Regina; no experience.

REMARKS ON THE ROOMS

1. Normally six teachers; now running with five.
2. Registered 34 at start; attendance dwindling; spirit of room poor; no co-operation between pupils and teacher. Room doing very little effective work; repression ready to break out any time; spirit bad; no effective work being done; no organization of classes. *Room had better be closed than running under present conditions.*
3. Pupils enrolled in May transferred from other school in city. Only 20 of original class. Discipline bad; spirit bad; room had far better be closed than running under present conditions. Class kept under by main force.
4. Ready to break loose any time. Spirit of room very bad; room had better be closed; pupils not getting anything from work.
5. Room only running two days under present teacher. Discipline poor; spirit of room bad. With no experience in teaching, Miss Hunt will find it very difficult to get a hold of this room. Miss Kirkland taught the room for a short time but had to quit.
6. General discipline of school bad; children constantly leaving room. I counted as many as 12 hands up at one time asking permission of teacher to leave room. Teachers constantly interrupted while trying to teach a lesson. The children seem like sheep without a shepherd. At recess they wander around aimlessly in groups. No teacher out of classrooms at recess of 30 minutes. *On the whole the school would be far better closed than running under present conditions.*

BRANDON COLLEGIATE

Name	Prof. Standing	Non-Prof. Standing	Experience	Salary	Remarks
J. A. Brown, Prin.	1st class Saskatchewan	B.A. University of Saskatchewan	4 months Moose Jaw 4 mos. Swift Current	Did not know \$1800.00	Bright, energetic, good discipline, lacks exper.
Hugh S. Brown	1st class Saskatchewan	2nd year Arts University of Saskatchewan	2 yrs. Public School		Young, inexperienced
John Foster	1st class Saskatchewan	B.A. Univ. of Man.	1½ yrs. H.S., 1½ P.S.	1750.00	Not much good
Edward H. Klemmer	1st Class Ont., Perm. H.S. Ass. Interim; Penn. Standard 2nd.	3rd yr. standing Carnegie Inst. of Technology	2 yrs. H.S. and 2 yrs. P.S., Penn.	2200.00	Doing fair work
John Urquhart	1st class Ontario	B.A. Univ. of Toronto	Various exp. in H.S. as Ass. and P.S.	Very little good
M. S. Lloyd	1st class Saskatchewan	1 yr. Arts, 3 Medicine, McGill University	4 yrs. Intern. and P.S. H.S. experience	1750.00	Doing fair work
Wm. McLeod	3rd class	B.A. King's Coll. and Univ. of Alberta. Doing post grad. work McGill	Prin. 1 yr. Viking H.S. Conference work with Science at McGill	1750.00	Doing pretty good work in teaching literature
Frank A. Cousins	1st Perm. Sask. Sup. class for N.B.	B.A. Univ. of Sask.	3 years in H.S.	1750.00	Doing fair work
Mr. Frederick Richard	10 months Normal	1 yr. Law Univ. Sask.	1 yr. H.S. and 1 yr. Asst. Principal	Doing fair work

In general the men were able to teach a fair lesson in the subjects which they were taking, except Urquhart and Foster. The work seemed scrappy. They knew very little about the content of our programme of studies, how much of the course the pupils had covered or where to lay emphasis. With a new course of study, new books, and pupils three-quarters or more through their course, they were finding it very difficult to make any connection in their work with the work they had done.

Classes in all grades very much broken up until the 15th of May. Attendance seemed to increase on 15th and remain fairly uniform. Groups seemed to be somewhat disorganized and a lot of study periods with classes or sections of classes. Teachers changed every thirty minutes to a new group. Discipline on the whole was normal except in a few rooms. The pupils generally seemed anxious to learn and were co-operating in the class with the teachers very well, considering the conditions under which they were working. Discipline in halls and around school grounds normal.

A Few Observations on the Brandon Schools

Many of the students who were discontented with the situation have gone elsewhere. Those who are attending are anxious to make their grade or are in sympathy with the movement (I mean their parents are). This to a large extent accounts for the normal discipline in the Collegiate.

The influence of a good staff on the pupils of the Collegiate for a longer time than on pupils of the public school makes discipline there easier.

A fresh teacher who knows something of the subject he is teaching has quite a lot of interesting and new material on the subject to hold the class' attention for a while.

On account of the teachers being nearly all new to the province and unfamiliar with our courses of study, the pupils will not be able to cover the 1-5 or more of their courses which they had not covered when the old staff quit.

In the Fleming public school the pupils would be better off if the school were closed than to run on under the present conditions. They are acquiring school habits which, if allowed to continue through June, will take a long time next term to break off.



Local News



LETHBRIDGE

Mr. J. E. Hodgson, Principal of the High School and Superintendent of Schools, is lecturing at the Summer School.

Mr. A. E. Wade is spending the holidays visiting with his family at Verdun, Manitoba.

We regret that Miss Mary McNaughton was called home to Nova Scotia very suddenly at the beginning of the holidays owing to the serious illness of a sister.

All other members of the Lethbridge High School Staff have been part of the "Blue Pencil Brigade." After two strenuous weeks they have gone their several ways—Mr. Crawford to disport himself at Cypress Hills and Waterton Lakes, Mr. Lonsberry to Buffalo Lake, Mr. W. S. Brodie to study Entomology at the Experimental Farm at Lethbridge, Mr. S. R. Tompkins to grow the finest lawn in the south. Miss Cobb leaves in the fall for France to take up post-graduate work at the University of Paris. Miss Clinton had the pleasure of wielding the blue pencil for only three days, and spent the rest of the time in hospital. We sincerely hope that the salubrious airs of her native Ontario will soon restore her. Her friends look forward to seeing her out West again in a different capacity in the not-too-distant future.

Others of the Lethbridge staff, among them Miss Davina Long, and Mr. George McKillop, are having a chance, through the Summer School, of seeing the beauties of Edmonton.

Miss Blanche Ashton is visiting friends in Ottawa and other eastern cities.

It is Westward Ho! and Banff for Miss Boles.

Miss Katherine McNabb, Miss Audrey Kerr, Miss Marion Smith, and Miss Jean Jackson have followed Toberr B. Rowning's advice and are enjoying the ocean breezes on the western coast.

Miss Agnes Kerr and Miss Gladys Bateman sail for England on the S.S. Montrose on August 11, under the auspices of the Overseas Education League, and will spend the next year teaching in London.

MEDICINE HAT

Mr. Sullivan, Principal of the Alexandra High School, is in the East this summer.

Miss Fraser is spending the summer vacation in France, while Miss McCracken, is, along with other teachers from Can-

ada, visiting places of interest in France, Belgium, and the British Isles.

Miss Fowler is taking a post-graduate course this summer at Chicago University.

Mr. Paterson, of the Medicine Hat High School Staff, has been appointed to a position on the staff on one of the Calgary High Schools.

Mr. Charles Peasley, Principal of Elm Street Public School, is President of the Provincial A.T.A. this year.

Mr. Hay, Superintendent of Schools, is to lecture on citizenship at the University Summer School, Edmonton.

RED DEER

Mr. Sidney Jones of the H.S. staff, is to be congratulated on his marriage to Miss May Reese, late of the staff of the Mount Royal College.

Mr. Richard Crummy, who is taking a summer course at University of Chicago, has been appointed to the Calgary H.S. staff.

Mrs. Annie Holt is spending her vacation in a tour of England and the Continent.

Miss Pearl Ebert and Miss Eva Irving are visiting relatives in Ontario and Nova Scotia.

Miss Alice O'Brien and Miss Ruth McLellan are spending the summer at the Pacific Coast.

VEGREVILLE

June 24th, luncheon for out-of-town teachers; address on objects of Alliance by Miss Wright, and on work of School Fairs by Inspector Butchart.

Misses Bremner and Stanton are leaving Vegreville Public School to be married. Both have been loyal teachers and members of the A.T.A., Miss Stanton acting as secretary since formation of local.

Miss Wright is attending Summer School.

Miss Mabel Poole, of the High School Staff, has returned to her home in Wetaskiwin.

CALGARY

Mr. J. A. Smith, inspector of schools, is spending the holidays with Mrs. Smith and family at Sylvan Lake.

Mr. R. H. Roberts, inspector of schools, has gone east for August.

The following from Calgary are holidaying at Vancouver and Victoria and vicinity:

Mr. E. Aberhart, Prin. of Crescent Heights High School, and Mrs. Aberhart.

Mr. W. A. McKim, who leaves Calgary to teach in Harbord Collegiate, Toronto, and Mrs. McKim.

Miss McNab, South Calgary High School.

Miss Harrop, South Calgary High School.

Miss Brecken, Central High.

Miss Elliott, Central High.

Miss E. Alford, Crescent Heights.

Miss F. Ladd, Crescent Heights.

Miss M. Ball, Crescent Heights.

Miss L. Lunam, Tuxedo Park Public School.

G. K. Crawford, Mewata Park School.

Mr. E. D. Campbell, Crescent Heights High, and Mrs. Campbell.

Mr. F. D. Weir, Central High, and Mrs. Weir.

Mr. C. Joyce, of South Calgary High School staff, is leaving Calgary and engaging in teaching at Kerisdale, B.C.

Mr. D. Andrews, of Central High School Staff, has resigned and will teach Mathematics in Sarnia, Ont.

Wedding bells are ringing for a member of Crescent Heights High Staff. Congratulations, W. H.

Mr. Hutchinson, Principal of Central High, and Mrs. Hutchinson, are holidaying at Sylvan Lake.

Miss E. M. MacNabb of South Calgary High School, is spending July at the Coast but will return to Banff for the Alpine Club meet. There she will be joined by Miss H. I. Reid.

Mr. J. Ferguson of Crescent Heights H.S., president of the H.S. Teachers' Alliance, of Calgary, will holiday this summer at Regina.

Miss Cecilia McNamara, of St. Mary's High School, will spend August at the family cottage at Banff.

Miss Eleanor M. Shepherd, of South Calgary H.S., is taking a summer course at the State University of Utah, Salt Lake City.

Mr. W. A. McKim will visit the coast cities with his family before leaving for Toronto, where they will reside in future.

Other visitors at the coast include Mr. Wm. Aberhart, Principal of Crescent Heights H.S.; Miss Alford, Miss Todd, Mr. G. D. Campbell, Miss Elliott.

Principal Hutchison of Central H.S., is spending the holidays at Sylvan Lake with his family.

Miss C. A. Cooke, of Commercial H.S., is studying in the Queens' University Summer School, Kingston.

Mr. A. H. Carr, formerly Principal of the Commercial H.S., has moved, with his family, to Kingston, where he has assumed his duties on the staff of Queens' University.

Miss M. Moore is renewing old acquaintances at her home in Iroquois, Ontario.

Some months ago the Calgary local appointed a committee consisting of Miss Winfield, Miss Coutts, Messrs. Johnson, Sinclair, Verge and Scott to look into a plan of life insurance. After carefully reviewing the propositions of several different companies, they unanimously recommended the one presented by Agent W. F. Murphy of the Travellers' Insurance Company. This recommendation was ratified at the general meeting held in the Board of Trade rooms May 19th. A master policy was issued through Mr. Ward, secretary of the Calgary local, and, to date, fifty teachers have taken the policy as recommended by the committee. The policy provides both protection and annuity and is issued with very little medical examination.

EDMONTON

J. G. Niddrie of the Stratheona High School staff, has gone to Mound, Alberta, to spend part of his vacation. There he and his family will visit his and Mrs. Niddrie's people. Some time during the holidays Mr. Niddrie will visit the Bad Lands and the Red Deer valley and will try his hand unearthing fossils.

Miss Teskey of the V.H.S., has been granted a year's leave of absence for the purpose of taking postgraduate work at Paris. While in Europe Miss Teskey will also act as representative of the Women's University Club at the International Federation.

Miss Margaret Gold, of Westmount Junior High School, has gone to Study for a year at Paris.

Miss Jackson, of the Technical High School, has gone on the Overseas Teachers' tour.

Capt. Towerton, J. J. Morgan, and E. C. Davis of the V.H.S., have gone on a motoring tour to Ontario.

Miss Ambia Going, Art teacher to the Edmonton High Schools, has obtained a year's leave of absence for the purpose of continuing Art studies at Toronto.

Miss Nash and Miss Forester are visiting their homes in Ontario.

C. S. Edwards, of Stratheona High School, is holidaying with his wife and family at Royal Oak, B.C.

HIGH RIVER

Miss Pudifin is visiting her home in England.

Miss Marsh is spending her vacation at her home in Lindsay, Ontario.

Miss Creighton and Miss Edwards have left for home in Nova Scotia.

Miss Moote is at home in Ontario and Miss Treacy is at Macdonald College taking a course there.



Summer School Notes



On Monday, July 3rd, the Summer School for Teachers once more opened its doors. There were a few early arrivals over the week end, but the rush—one might say crush—came on this, the first official day. Registration, meal tickets, table and room allotments, with everybody in a hurry, for no obvious reason, save that though cellar rooms be cool and deep they are not otherwise preferable, and the gym isn't just the very best place for cats. The morning was wet, or had been, but teachers have learned to watch the farmers, and the farmers rejoiced indeed. The parched appearance of the campus bore eloquent witness to the need. In spite of all, some tennis enthusiasts managed to obtain a game towards evening.

The registration was well over six hundred, and for several days the staff of the Summer School office was busy indeed. Meanwhile the teachers—or rather students—renewed old ac-

quaintances, rearranged their programmes of study, enriched the bookstore management, and asked questions. Naturally the focus of all questions was the Director, until that gentleman in sheer self-defence began to shift the burden to others, through the medium of public announcements in the dining hall. Promptly with the meals reappeared friend Bulletin, and the new-comers were not long in adjusting themselves to the Summer School routine.

Of course one should mention that work—or rather lectures—had begun on Tuesday. But at Summer School, although the work is done, it has a singular power of self-effacement. In rare cases, of course—Art and Mathematics enthusiasts mainly—there was a good deal of talk about it. But the rest had other topics of conversation: comparative merits of rooms, the excellence (no, not comparative) of the table-board, the tennis

and bowling clubs, the possibilities for theatre-night, and last—but by no possible manner of means least—jobs.

During the first ten days there were occasional vacancies at table, when students renewed acquaintance with Edmonton friends. But before long everything had assumed regularity, and table-leaders could compile statistics with a minimum of error. The chief topic of interest at this period was "courses." The new courses in Art appeared to be very largely attended, and the Citizenship class had many comments to make. Some visitors were seen—and heard; especially did the Academic and Normal classes in psychology appreciate the lectures of Dr. Huff, of Regina Normal. The Doctor, incidentally, is a profound admirer of our Summer School, which one may take as a compliment indeed.

The informal dances, scheduled for Tuesday, Friday and Saturday evenings, were markedly popular; indeed the amount of floor space available per couple at times was extremely limited, but not so the enjoyment. Naturally the dance of the session was that of Friday, July 21, which took the form of a reception in Convocation Hall by the Alberta Teachers' Alliance to all students and teachers of the school. Dancing, cards, a short musical programme, and something cool. Both card and dance halls were taxed to their utmost capacity and there was a general disinclination to go back to residence at the official hour.

Theatre night was July 10, with the Allen Players in a farce entitled "A Pair of Sixes." Everybody laughed, and the noise between acts was all that could be desired. A week or so later a somewhat smaller theatre party attended the performance of "Camille" by the same company. Meanwhile community singing became customary on certain days of the week after noon luncheon, and the School, "bursting with melody and raisin bread," vigorously endeavored to raise the dining room roof. Some persons rose from their chairs beforehand and retreated in bad order before the chorus began, but obviously these were lacking in appreciation of one of the fine arts.

The Staff! One should apologize for omitting to mention them sooner. Well, they sat at the table under the big flag, as usual, and when Mr. McNally wasn't there Mr. Stickle was. They presented an interesting study in physical variation, from the big one from Lethbridge to the little one from Regina. Some were jolly and some were melancholy, but all looked wise and benignant. Will they mark our exam. papers stiffly? But that is impossible.

On July 12 the Alliance members held a mass meeting for the purpose of organizing a Summer School Local. Officers were named as follows: Honorary president, Mr. C. H. Peasley; president, Mr. J. A. Davies; secretary, Mr. G. C. Paterson. A canvassing committee was struck as follows: Mesdames Shortt, Orr, Stone, Coutts, Lawrence, Gillis, Sellon, Emes, Hay, Wright, Heffel, Baillie, Manser, Grant, McNeil, Messrs. Muncaster, Coombs, Peattie, Kilpatrick, Clark, O'Connor and Christensen. There were allocated to the various residences. To date the canvassing work has produced excellent results, and it is especially pleasing to note the absence of opposition and argument on the part of non-members of the Alliance. Indeed, many of the latter have approached committee members voluntarily with a view to membership in the corporation. Brief addresses after luncheon, delivered by General Secretary Barnett and Mr. Gibbs of the Edmonton Local, contributed largely to this happy result. Mr. Barnett stressed the economic side of the matter; Mr. Gibbs dealt with the professional aspect of the membership. It is surmised that a one hundred per cent. membership of the real teachers present at the School will be achieved before the end of the season.

As this goes to press, the athletic tournaments are in full swing and the classes are climbing steadily through their work.

This year the library service appears to be especially satisfactory, and in spite of the very large enrollment, shiftings in time table have been few. The great picnic excursion to Seba Beach has set forth: it looks like rain, and indeed is already raining, but the day is young and the weather forecast said: "Fair and warm." The scouting party (those Lethbridge people) which went to the Beach last Saturday (July 15) had better luck.

This Summer School of ours is indeed a notable institution, and one which could better be appreciated by school boards. Why should not these guardians of the educational funds recognize in a practical way the work of those teachers who came here, at the cost of both money and time, to improve their professional standing and acquire better standards of work? Even the government—are there not vague rumors of objection in high places to the refunding of railway fare to the students? If it be true, then it is incumbent upon the teachers of Alberta everywhere to register in no uncertain fashion their protest against what would be suicidal interference with the work of the most remarkable and successful summer school in Canada.

The Beverly Case

(By a Beverly Teacher)

Of the four or five serious weaknesses in the teaching profession one of the chief ones in the past has been the lack of organization and unity. Each teacher was left to himself; he had to fight his own battles single handed, often against a favored school board or a local clique, and more often against blind prejudice. However, in this particular respect a new light has dawned upon the profession—a light of discovery, of hope, of strength and consequently one of protection for all true-spirited teachers. This light became visible when teachers began to realize the meaning and force of the old adage, "In union there is strength," and then acted upon it by organizing themselves for the dual purpose of self-protection and of raising the moral and academic standing of the profession. Of course many realize that in the attainment of the latter aim there is still much to be desired, but in the attainment of the former definite progress has been made. In illustration of what united effort on behalf of an individual teacher or of a group of teachers can do the following condensed account of the Beverly case will amply exemplify.

Beverly is an incorporated town of about one thousand population, adjoining the city of Edmonton on the east. It is a mining town of considerable importance, having no less than six large coal mines in its immediate vicinity, hence the majority of the population are directly dependent upon these mines for their livelihood. The slump in the coal industry affected many of the citizens by reducing the number of days of labor in the mines, thus also curtailing their weekly income and this curtailment in turn prevented some from paying their arrear taxes. The town-site of over one and one-half sections was surveyed out during the boom days and obviously the area and the population thereon are out of all proportion to one another, resulting in a great drop in actual value from the inflated values of the balmy days of 1912, and also in the surrendering of many lots by former owners. The town operates a public school of six rooms, but there are two modern brick schools within the town limits, one being unused and left to suffer the ravages of time. This latter school, useless on account of its unfavorable location and present condition, was built as the result of political machinations and maladministration on the part of past officials and is now a white elephant on the hands of the town, demanding the annual payment of its bonds with absolutely no returns whatsoever from the investment. The town council and school

board sought to maintain the official status of the town by the employing of three formal officials whose respective duties could easily have been consolidated into one official. All these causes created a temporary depletion of the town's financial resources. To this was added the selfish and indifferent attitude of an important executive whose interest in teachers and in education generally was openly expressed in his persistent advocacy of either operating the school on the double-shift system or closing it altogether for several months. Thanks to the laudable opposition of the board neither of these plans materialized.

This in brief is the history of Beverly, and now as usual the underpaid teachers were expected to share the burden created by the past mistakes of others, and this in two ways. In the first place, the financial embarrassment to the town following these mistakes made, it was impossible for the Board to pay the teachers' salaries. In September the staff got a half month's salary each, then not a cent till Christmas, when a fraction (less than half) of the arrear salaries was paid. A deputation of the teachers to the school board, town treasurer, the town council and the Department of Education finally brought forth another fraction of the overdue salaries in February, in the form of a loan from the Department to the town. On these deputations alone and the unpleasant experiences connected therewith volumes could be written. From February to June no more money was forthcoming although every possible pressure was brought to bear upon those responsible. Finally, however, the Department, through the personal efforts of the Deputy Minister, was moved to grant another loan to pay another fraction of the overdue salaries to some seriously embarrassed teachers.

The teachers on the staff of the Beverly School are fully qualified and experienced men and women, having the efficient education of the children at heart; the inspection reports were very satisfactory; an admirable spirit of work and co-operation is manifest throughout the school; unavoidable lost time through illness was more than made up by teaching on holidays and beginning school at 9 a.m. throughout the year; and other activities calculated to increase the efficiency of the school were planned and carried out.

And now comes the second "expected obligation." It is evident to all that the staff went the limit in their endeavor to keep the school open, to give an honest day's labor for an honest day's pay, to co-operate with the board in every way during the financial crisis, and in general to make themselves worthy of their hire. The teachers had a right to also expect a little recognition of their honest efforts in the form of sincere sympathy and gratitude, but the very opposite was meted out to them. At a board meeting on the last Friday in April a motion for a ten per cent. reduction in salary was passed, the notice of

said reduction to be served on June 1st. The blow was unbearable in more than one respect. It was unfair and unreasonable, so the teachers, whose salaries were below the Alliance schedule and unpaid at that, took recourse to our active Alliance Executive. Our energetic general secretary, Mr. Barnett, was informed of all the details and in complete co-operation with the staff he succeeded in arranging a meeting of the Alliance, school board and the teachers. The members of the executive responded promptly and wholeheartedly, realizing that it wasn't only a case of protecting a group of injured teachers but also the protecting of inviolate principles. The meeting was held and the results proved satisfactory to all concerned. Mr. Barnett, various members of the executive, and the school principal, Mr. Hager, addressed the board in a conciliatory attitude, pointing out clearly the injustice of the board's ungrateful action and answering their arguments with reasonable retort. It was pointed out that the teachers were united in this matter and were reluctant to resort to drastic action; nor did the possibility of having a six-room school boycotted by the teaching profession of Alberta appeal to the Board.

The Board gave the Alliance a most respectful hearing under the presidency of their amiable and sympathetic chairman, and, best of all, they succumbed to reason and fair play. The Alliance was willing to meet the Board half way and requested a postponement of the proposed cut till the end of the year. In response to the representations made, the Board realized their duty to reconsider the whole question and expressed their desire to do what was right. Their changed attitude was most praiseworthy and evinced a decided change of heart. The Alliance had succeeded in making them see things from a teacher's point of view; there was only one thing left for them to do, namely, to meet the teachers half way. This they did, so a motion to postpone the cut indefinitely was passed, but the Alliance is confident that the good judgment of the Board will prevail and no revival of the reduction idea take place. The changed attitude of the board on the question of reductions deserves every commendation, especially in recognition of its sincerity. As proof of this it is a great satisfaction to know that the chief supporter of the reduction motion volunteered to lend and has lent a substantial sum of money from his own private resources to a certain member of the staff.

The above experience was enough to convince any doubtful pedagogue that the only hope of the future of the teaching profession lies in a loyal and unselfish union of all true teachers. The staff of the Beverly school wish to acknowledge their debt of gratitude to the general secretary for his time, his energy and interest on their behalf, and also to the individual members of the Executive, composed of Miss Chegwin, Messrs. Somerville, Gibbs, Scott, and Bryan, all of whom came to the timely support of the teachers by attending the joint meeting referred to before.



Vocational Training and Common School Reform

By W. WALLACE, M.A., F.R.S.E.



So accustomed to the existing common-school system has everybody become that few teachers possibly, and still fewer school managers, realize that there is a specific defect in their common-school system; that the machine which they jointly serve no longer functions properly. But writers on economics and social subjects are beginning to discuss the "social injustice and social cost involved in the educational maladjustment" affecting the system now in vogue; and ideas of that sort in due course filter down to the masses of the people, when they truly represent the facts.

One does not have to search far to locate the misfit. Those

who are destined for laboring occupations requiring little or no skill would probably do just as well without the kind of schooling they get, but the instruction they imbibe helps at least to make them more intelligent citizens; and, at any rate, the sifting function of the common school serves to determine that their proper career is laboring.

For those at the other end of the line, who aspire to professional and other pursuits requiring a certain amount of higher education, the path from the common school, through the high school, to the university, is now practically complete; and no

serious impediment bars the way of the intelligent and industrious boy or girl.

The residue, however, includes a group of considerable proportions, and distinctive ability of a practical order, of which the common school takes no specific cognizance. These are destined, by their natural predilections, for careers requiring a certain amount of technical vocational training; but few of them, on leaving school, have any distinct idea of what line they ought to follow. The common school turns them out innocent of the kind of experience which might lead them to a rational decision; and so they have to make a leap in the dark, and take a chance of turning out misfits.

That education authorities are conscious of deficiency may be inferred from the activity being displayed in the provision of means of vocational instruction. But the efficiency of such means is marred by the simple fact that the choice of a course of vocational instruction involves the same kind of difficulty as the choice of vocation itself. The provision being made is, however, better than nothing; inasmuch as a false choice of vocational course is easier to repair than a false choice of vocation. It has, in a sense, the virtue of a house plan, in which errors are easier to amend than in the material house.

Clearly the provision of vocational schools does not, and can not, cover the deficiency in question; seeing that it offers no substantial aid in the critical matter of the selection of the most suitable career to follow. And here is a bewildering dilemma. For common-school authorities are generally agreed—and few will feel disposed to dispute their judgment—that the common school is no place for vocational training of any sort; whereas, on the other hand, with no opportunity of discovering what sort of natural aptitude they possess, the children who ought to become practical experts in any of the numerous practical occupations that require such service, are unable to determine intelligently, at the critical moment of choice, what particular line they ought to train for.

It is inevitable that this hiatus should result in a serious proportion of misfits—misfit plumbing experts, misfit ventilation experts, misfit drainage experts, misfit electrical experts, misfit dyeing experts, misfit piano experts, misfit telephone experts, misfit watch and clock experts—from each and all of which Good Lord deliver us!

It would be difficult to estimate the loss in time, in material, and in discomfort, which the community suffers through the misdirection of effort which results from this maladministration of education. But there is little doubt of the fact of that loss, and that the loss is serious. And the reverse side of the picture is not less distressing. Who that has reached the maturer years of life cannot number among his acquaintances many such misfits, capable men and women who have missed their vocation in life, or who have discovered unexpected talent when it was too late to cultivate it? And who will ever discover the thousands of misfits, over whose unhappy heads the cruel waters of disappointment have closed for ever—the might-have-beens who never even got so far as to connect their failure with misfit? The tragedy of life has "MISFIT" written at its core!

A brief outline of the history of English common schools and their aims throws some light on the matter under discussion, and particularly on the origin of the present misfit.

Prior to the invention of printing the Church was the only service that had any direct need of schooling. As the only books available were in manuscript, the clerks of those days—then synonymous with "priests"—spent much of their time copying and illuminating manuscripts of the Holy Scriptures and of the theological treatises of the Fathers. The simple accounting of the day was easily picked up without going to school; although here and there in the towns burgher schools sprang up which took care of that kind of instruction. The methods and secrets of handicraft were taught by the craftsmen

to their apprentices who in turn became the craftsmen of the next generation.

After the reformation the call of the protestant reformers to all men to study the Scriptures for themselves, then possible in consequence of the invention of printing and the publication of printed bibles, led to the multiplication of schools for the people, under control of the protestant churches, for the purpose of teaching the people to read the Bible. Simultaneously, the expansion of foreign trade into distant lands, like America and the Indies, demanded more elaborate book-keeping on the part of the larger merchants and the new merchant companies; and furnished a new career for the brighter boys of the new schools—that of commercial clerk. The public schools had now to prepare boys, not only for the church, but for commerce, the curriculum consisting chiefly of the 3 R's, and Latin; and from now on the number of common schools steadily increased under varying auspices, such as friendly societies, philanthropic associations, trade guilds and private adventure.

The next great expansion of the common school followed the enormous commercial expansion which resulted from the application of steam-driven machinery to the manufacture of textiles, and culminated in the introduction of universal education. It is not necessary to suppose that those who advocated universal education, at the time when it was first established, were actuated by a desire to secure a wider field for the selection of their office staffs, now of necessity greatly enlarged. But the result was just the same. When the English Education Act of 1872 came into effect the chief thing aimed at was not the real development of the individual children, but effective instruction in the 3 R's, the regular outfit of the commercial clerk of that day.

That the new board school should have continued the traditions of the old parish and independent schools was, in a way, to be expected. These latter had proved themselves efficient and economical, if sadly mechanical, means of producing the results demanded of them; and educationists with broader views of the functions of the common school must have felt that it was hopeless to expect the taxpayer even to look at untried reforms when his hands were full of the stupendous task of covering the land with schools.

It must be remembered also that the old apprenticeship system still took care of the novices in almost every line of business, education not excepted; and that employers insisted on training their young recruits in their own way. Naturally therefore the curriculum continued to be that which was appropriate to a commercial career, which, at the end of the common-school course, absorbed those who had made good; while the residue went to "learn a trade," or took whatever odd job offered. The few who aspired to the church followed such a course as their circumstances, and the proximity of the means of higher education, permitted. Medicine, law, architecture, and the like, were generally approached through the drug store, the law office, the architect's studio, etc.

Thus the common school continued to be, for the most part, an organized means of sifting out the most suitable raw material for the ever expanding service of commerce. There was little or no thought, save in the minds of cranks and faddists (sic!), of the real development of the sprouting minds of the people's children. The state merely provided certain opportunities for betterment; it was up to the capable children to make what use they could of these opportunities to secure for themselves easier and more comfortable places "in the sun." That at any rate was how the people saw it.

Not the least important factor in the situation, indeed, was the fact that the working classes soon began to appreciate the opportunity afforded to all capable scholars of escaping from the toil and grime of mill and mine into the serener atmosphere of the office and warehouse. But for this fact the development of the common schools might have been much slower. The move-

ment of elaboration which the curriculum steadily underwent meant larger and better-educated staffs and improved equipment, which called for higher and higher school rates; and the taxpayer would undoubtedly have kicked had he not realized that these improvements also opened up new avenues of escape from the drudgery of manual labor—as likely for its own son as for his neighbor's.

The attention of education authorities during the last quarter of a century has been almost entirely devoted to the task of completing the lining up of the three grades of school which now constitutes the educational system of all civilized countries—the common school, the high school, and the university in all its departments. This is undoubtedly a great work and worthy of the effort that has been expended upon it. But we are not at present concerned with that. It is more to the point to remark that, in the meantime, the methods of the common school have not fundamentally altered. Administrative control has eased up considerably, and as a consequence the relation of teacher and pupils has become kindlier and more humane than it was in the early board schools. The general treatment of the various subjects of the curriculum has become somewhat broader, but the curriculum itself has not substantially altered in the last quarter of a century. And, notwithstanding the claim usually advanced that the common schools of today furnish the elements of a sound general education, it is difficult to see in what way they function differently from the common schools of fifty years ago; *the net result in both cases being to sift out those who have capacity in bookish subjects from those who have not.*

In the meantime, the organization of industry has undergone a revolution. The chief factor in this revolution has been the introduction of automatic machinery, which has practically eliminated the skilled craftsman of former days in most occupations. And with the skilled craftsman has disappeared his understudy the apprentice. But automatic machinery is much more complicated than the types formerly in vogue, and by no means less liable to get out of adjustment. And so, in place of the skilled craftsman, there has arisen a large new class of skilled tradesmen similar in type to the old fitters, but more intelligent and more highly trained in proportion to the greater complexity, and intricacy, and delicacy of adjustment of the machinery and appliances they have to handle. These "experts," as they are called, or "machine-doctors," as they are, have to render the same kind of service to the structure they profess to understand, as specialist surgeons to the various parts of the human body.

To be of real service these experts must in general have a very intimate practical acquaintance with the construction and tricks of the machines they specialize in, and with the chemical and physical properties of the materials employed in their construction and application; and that kind of knowledge and experience cannot all be conveniently acquired in practical workshops. The requirements of these experts, in fact, call for a type of vocational or technical school in every city or large community, which is equipped to deal with the machinery and appliances and processes employed in every industry in the vicinity. And that brings us back to the dilemma which has prompted the writing of this essay.

In short, *the common school makes no attempt whatever to sift out the possible experts*, by providing means of germination of personal aptitude, or otherwise. The actual experts arrive at their destination by muddling through the intervening quagmires; and many of them are misfits from want of proper direction at the psychological moment of choice; while many others, who might have developed into capable experts, become bogged as misfits in other occupations, and never arrive at all. A characteristic example of English muddledum in public affairs!

III.

When it is recalled that the history of the common school, in English-speaking countries, at no time shows any tendency, on the part of the education authority, to define the function of the common school in terms of the natural evolution of the human mind; and that, notwithstanding the claim that the common school provides the elements of a broad general education, the whole organization of the common school has from the start been based on *specific utility*; a possible cause of the deficiency in question begins to appear—and perhaps also a practicable solution of the "expert" dilemma.

I have shown how, at one time, the aim of the common school was to give the people a chance of reading the Bible for themselves; and how, later, it was the sifting out and preparation of boys for commercial pursuits. I have shown also that the *literary bias* thus given to the curriculum of the common school was adopted by the new public authority when education was made universal; and that that literary bias still persists in the curriculum of today. What more natural, then, than that the common school, with its marked literary bias, should fall down when it had to meet the altered requirements of such a stupendous *material development* as the world has witnessed during the present century?

As for the claim that the common school of today provides the elements of a sound general education, that claim falls to the ground the moment the literary bias is admitted. For human intelligence is not mainly literary; it is not even largely literary; and no system of common education can justly be termed general which possesses a marked literary bias—or, for that matter, any kind of a bias at all. That the common school succeeds in imparting to its brighter scholars a fair smattering of general information, and a fair training in the use of the general processes which constitute the keys to knowledge as it is contained in books, will be admitted at once. It must also be admitted that the instructional process by which these ends are attained carries with it incidentally a certain measure of true education. But "general education" belongs almost to a different category!

There is nothing original in the claim that, were the common school so organized that each scholar really received from it the elements of a general education—not merely a general course of instruction—there would be no *appreciable discontinuity* in his career when he passed from the common school to his next stage, whatever that might be. That is the crucial test. The fact that such a discontinuity does exist in respect of a considerable section of prospective workers is sufficient at least to cast doubt on the claim of generality in question; and to justify the re-opening of the question: "What is General Education?"

IV.

Education has been defined to be "the science of human development in so far as that development is purposely determined by the systematic imparting of knowledge." For the present purpose the word "process" should be substituted for the word "science." This definition may not be very scientific; but, at any rate, it covers all the educational systems which secure their ends by means of graded curricula; and the lines or varieties of development affected, in any particular scheme, will be exactly those involved in the subjects of instruction included. It follows from this that the requirements of any local community, so far as the common school is concerned, could be met by including in the school curriculum adequate courses of instruction in the basic processes involved in the current occupations of the community; and any course of education provided—in accord with the above definition at least—will be general or biased, according as the curriculum does or does not cover *all* the current occupations of the community concerned, including of course citizenship.

In the light of this very practical definition, the marked literary bias of the common-school curriculum of today becomes

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still more obvious; and therewith the costly character of the gap to be filled. It is assumed, in accordance with the principles of *social justice*, which may be taken to underlie the idea of universal education, that *it is now the aim and function of the common school to meet the requirements of all sections of the community, and all types of children; and, in particular, to transmit each individual scholar, from and at the end of the common-school course, without perceptible discontinuity, to the next stage of his career, with the greatest satisfaction to himself and the most efficient service to the community.*

The present popular conception of what constitutes general education may at one time have been fairly just if it was crude and narrow; but it is no longer just, and the absence of the lacking elements constitutes an educational maladjustment involving a serious social cost. If it will cost much to make good the deficiency, it will cost much more to leave it unremedied. The per capita cost of supplying the missing instruction, even in the crude and direct form described, would be but a sniff to the life-long per capita service which society is now losing by neglecting to supply it.

On the other hand, there is no justification for incurring cost by adopting a crude scheme, when a more efficient scheme, more scientifically conceived, might prove less expensive. In fact, the addition of the supplementary instruction required, to an already overloaded curriculum, is not likely to commend itself to the majority of educationists—to school managers and teachers at any rate. And so I propose now to examine the educational possibilities of the common school and its scholars from a more scientific standpoint, in order to ascertain whether a more practicable and less expensive alternative is feasible.

In the course of many years of observation, as a teacher and a parent, the writer has arrived at a number of conclusions which are briefly stated below. These statements are not quotations from works on educational theory—which the writer has generally neglected—but are the results of personal observation, experiment and reflection.

Children like to learn; few people of any age relish being taught. The perfection of good teaching is to teach—or at least to appear to teach—as little as possible.

The educative process—which I take to be the co-ordinate evolution of those faculties of the human individual which are distinctively human, under the stimulus and control of the actual environment—is initiated and promoted, not by acts of teaching on the part of a teacher, but by acts of learning on the part of the scholar; which acts of learning do not necessarily follow the efforts of the teacher. *Not instruction, but self-activity, is the true means of human education.* As muscular exercise develops the muscles, so the other human faculties are developed by the exercise of those faculties. The personal influence and instructive efforts of the teacher are therefore educationally effective only as they stimulate and promote self-activity on the part of the scholar.

The wonderful life of a plant commences with the sprouting of an unpretentious seed. In slow but sure progression develop successively the various co-ordinate co-operating faculties of roots, stems, branches, leaves; collecting, distributing, and elaborating the growth-promoting sap; and culminating in the beautiful seed-producing flowers, the adaptation of whose parts to circumstances is one of the marvels of creation.

When one compares the beautiful and orderly evolution of the commonest plants with the crude way in which our children are "knocked into shape" by our so-called education system; and remembers that these children are infinitely more complex and delicate organisms than any plants; it is enough to make one hold one's breath in amazement at the ineptitude of the responsible inventors of such a system. The aptness of the terms "mill," "factory," "machinery," which are sometimes used in this connection, becomes then abundantly apparent.

On the other hand, it must not be forgotten that man differs

from the plant world in having a faculty for invention, by means of which he has surrounded himself with a highly complex, artificial, and ever-changing, albeit still organized environment; and this probably accounts for the very artificial quality of the means and methods of common education in vogue. The direct pressure of this artificial environment, indeed, may even exceed the pressure of nature, as in the case of those sensitive persons who would rather starve than violate the conventions in the matter of dress. And so, not altogether unnaturally perhaps, the school-planners have rather overlooked the natural factor in the educative process; and have equipped the common schools with specific machinery, adapted to specific ends, with little regard to the specific qualities of the raw material to be elaborated.

A useful lesson can perhaps be learnt from the methods of expert gardeners like Luther Burbank, whose adaptations of plant life to an endless variety of artificial conditions verges on the uncanny. In all their experiments inventors of this class but select—and encourage to exaggeration—the native faculties of the plants they handle, leaving the results to natural evolution; and in this way humanity has acquired improved varieties of almost every kind of grain and fruit, and many kinds of vegetable. But throughout the bewildering variety of results obtained, every persistent modification retains the specific characters of its kind.

Compared with this kind of work, our common-school methods resemble the freakish efforts of those fantastic gardeners who amuse their admiring friends by imposing upon certain shrubs and trees the artificial similitude of tables, monuments, cork-screws, umbrellas, and the like. *The common-school product has not even the saving grace of variety, which has been steam-rolled out of it by the system of classification and standardization employed!*

In short, it appears that our common-school method has been designed as with a view to moulding a plastic material into a specific shape; whereas the material is not plastic, but consists of live, growing, organic individuals, each of which, though adaptable within certain limits to pressure of environment, yet possesses certain specific characters which determine the lines of its greatest aptitude and most useful activity. And it appears further that *society is now up against the alternative of changing the pattern of its common-school mould, or changing its moulding shop into a garden!*

Following the organic alternative, the first task of the common school should be to ascertain the distinctive characters and aptitudes of the individual scholars. But in this it is necessary to recognize yet another difference between plants and humans, viz: that humans are self-conscious agents who, in due course, will take a hand in carving out their own careers, and will even impose original modifications on their environment and that of their neighbors. We must therefore modify the above statement, as to the first task of the common school, so far as to admit that the individual scholars have themselves a personal interest in the discovery and development of their distinctive characters and aptitudes. So that, in part at least, the true function of the common-school organization is to furnish the kind of soil and atmosphere in which the native faculties of the young tyros will most readily begin to sprout, and reveal their nature and power, as well to their owners as to their trainers. And, for the rest, the common school should provide such means and opportunities as will best promote the development of the individual scholars, in the best interest both of themselves and of the actual community of which they constitute the future units.

The principle of self-determination has no more promising sphere of action than education. For, obviously, the educative process is at work in the most effective way when the mind of the scholar is following its own bent, using its faculties, according to their actual vantage, in the pursuit of some end

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desirable to the scholar, which stimulates him to maximum effort and activity.

It has been asserted that man has shot ahead of his lowly simian origin chiefly in and through the use of his hands; so that, if one may say so, the human soul has been fashioned by human hands. There is nothing impious in this monoistic doctrine, or theory of "original impress;" for the creation of a self-evolving system is surely far more wonderful and glorious than a series of sporadic creations!

However that may be, the human individual appears to take its initial steps towards an intelligent appreciation of its new environment, chiefly through the use of its hands; and *children of all ages find their satisfaction in making and doing things with their hands.*

But it has to be admitted, however reluctantly, that *modern school practice absolutely ignores the principle of self-determination on one hand; and, on the other, relegates the use of the hands, as a means of education, to a subordinate place; while it constantly tests the efficiency of its efforts by written examinations.* A stronger indictment, on the score of ineptitude could hardly be advanced!

First and last, the free materialization of ideas is the natural process by which the human individual develops its various faculties; and the same process therefore also affords the surest clue to the native tendencies and distinctive aptitudes of the individual.

It is not necessary, however, nor desirable, in the interest of the community, as it is certainly not practicable, that the means and opportunities provided by the common school should be sufficient for the *absolutely* free development of the individual scholar. After all, the immediate purpose of common-school education is the service of the immediate community in which the individual lives, and moves, and has his being. If that is properly attended to, the wider requirements of the individual can be taken care of more effectively and more economically by other means.

In general, the process of development by free materialization of ideas operates satisfactorily only in an adaptable environment. Some few toughened geniuses have indeed derived a wonderful incentive from an unsympathetic and even unkind environment; but the reverse is usually the case. With young children, even unsolicited assistance in their natural pursuits diminishes the efficacy of the educative process.

Stated categorically, the psychological principles which ought to underlie the organization of the common school, and to govern the course of general education furnished by the common school, appear to be as follows:

1. A man renders the most efficient service both to himself and to the community when working along the lines of his most distinctive aptitude;
2. Personal aptitude appears and develops only in an environment which permits of the free performance of the corresponding acts and operations;
3. The only known indicator of personal aptitude, in the first instance, is the natural desire of the individual to perform the corresponding acts and operations;
4. Hence, individual tendencies and personal aptitudes appear and grow in an environment congenial to free self-determination; but dwindle away, for want of expression, in an uncongenial environment.

Clearly, then, the needs of the community would be effectively met, with the greatest satisfaction to the parties concerned, by a system of common schools, each organized and equipped so as to present to the scholars a *replica in parvo* of the organized life of the community, as it has to be faced when the scholars arrive at the end of the common-school course; the scholars themselves being free to follow their own bent in those departments of school-activity in which self-expression is appropriate. This, at any rate, may serve as a first approx-

imation to a definition of the common school in conformity with the views here presented.

Let us now consider the common-school situation, both actual and potential, a little closer up.

The child of today entering common school for the first time plunges into a new and strange world. If his natural outlook has not already become distorted, or eclipsed, by an uncongenial home life, his interest is at this stage immediate, and centres in the activity of the moment. He is above all things ingenuous, direct and keenly interested in the marvels of the world around, which he is just beginning to understand. He hungers for opportunities to imitate, to reconstruct according to his own simple comprehension, the things around him that most attract his attention. He overflows with gratitude towards anyone who shows appreciation of his product; or who places at his disposal the materials and tools he longs for, in order to further improve his models. In such matters he takes himself quite seriously, and readily imagines himself into the controlling parts connected with his creations. And so he goes on, building and fashioning, all the time correcting and improving, as he amplifies his observation of the real originals, and as his skill, and the means at his command, permit.

What a shock it must be to the young child's tender susceptibilities when he first realizes that the school does not take these absorbing interests of his seriously; but looks upon them, in its lofty way, as mere child's play which he himself will naturally grow out of when he is a little older!

Fortunately, the child mind soon forgets its hurts; and, when the school more or less frankly tells him he is too young to really understand such things, and must first learn to read, and write, and reckon, and a lot of other things, out of books, which grown-ups have to know before they can take their place in life, he is soon consoled, and finds a compensatory interest in competing with his fellows, both in the prescribed activities of school curriculum, and in the games of the school playground. At least some do, perhaps even the greater number.

It is inevitable also that, from time to time, in the natural course of things, the school work will touch his favorite pursuits and revive his natural interest, if only for a brief flash; but that is by the way, and does not materially affect the main fact, that the common school, instead of laying itself out to continue the process of self-development which nature has already commenced, deliberately sidetracks the feeble incipient process, and overwhelms the bewildered victims with a program of artificial tasks, which have little or no apparent connection with the world around them, as they see it. A cruel and senseless discontinuity!

But nature will out! And if the school does not know its business, luckily for the poor scholar, the toymaker does. *The instinct of self-determination inherent in every child, baulked of natural expression in the school, finds a sort of way-out through the wonderful world of toys.* In this case the insistent demands of childhood have induced the supply; and it is worthy of remark that if, perchance, it is the *taxpayer* whose niggardliness is to blame for the insufficiency of the common-school equipment, he, as parent, with characteristic inconsistency, *cheerfully spends a great deal more on toys annually than would have efficiently equipped his schools, and with greatly inferior results.*

Does it not seem the most natural thing in the world that the common school should accept these young people as it finds them; and welcome them to a little world of opportunities, where each may at least have a chance of busying himself with the concerns which for the moment constitute the *raison d'être* of his existence,—of recreating, in his own little way, those items of the visible world which appeal most strongly to his imagination? It may not be easy at times to see even a trace of similitude in some of the youthful performances. But what of that? *Who sees the semblance of a rose in a rose-pip?* Yet the rose surely comes in due course. And so will similitude—and that

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Teachers who have used the drawing lesson as an opportunity for free self-expression will have noted how widely individuals differ in their selection of subjects, and how persistently they stick to a favorite object when left to themselves. When other objects are gradually introduced in more complex representations, the favorite is generally to be found occupying the central or most important position. The evolution of similitude is most obvious in the favorite object; but the growing sense of harmony seems to compel attention to the other details in order to properly set off the favorite.

We have here the situation in embryo, so far at least as the germination and growth of personal aptitude is concerned. It is only necessary to expand the accommodation and equipment so as to include every possible and appropriate means of self-expression, and to modify, or eliminate, the dominating control of the teacher. Drawing is the least satisfactory means of expression, because it is the most abstract. Its only virtue is its inexpensiveness. But at later stages it becomes useful as a means of preliminary or experimental study of the detail of more complex representations; and then it takes the place it occupies in practical life.

For those who have experimented in this direction it will not be difficult to imagine the "busy-work"—the kindergarten and other manual occupations—of the present curriculum housed in appropriate work-rooms well supplied with suitable tools and materials, and the children turned loose in them to do as they desire. Not quite loose, of course, but so that they are free to make or do what they wish in their own way, within the limits of the available equipment, and subject to the veto of the teacher, should he consider that necessary. It is beyond the reach of doubt that *the entire cost of equipment for this purpose would be much less than the annual expenditure of the community in toys*; and, with such an outlet for self-activity, the scholars would have little use for the usual kind of toys; they would probably make toys that would please them better.

The matter of discipline scarcely calls for remark. The absorption of children engaged in their own pursuits is well known; disorder and mischief supervene chiefly as the result of unoccupation or uncongenial occupation.

Such a busy-work side would be no longer merely or mainly a relief from the more strenuous tasks of the other sides of the curriculum, and for the benefit chiefly of the younger scholars; but would become a source of inspiration for all the other work of the school, adding new and immediate motives for industry and self-discipline in the tasks involved, where the teacher has now to depend mainly on distant, extraneous, and casual motives. Thus, instead of having to spend weary hours daily in the attainment of proficiency in the 3 R's as necessary implements of future usefulness, the new "busy-workers" would soon discover that these otherwise tedious tasks can be made immediately useful to them in their daily busy-work; and would, indeed, come to regard them as indispensable aids, and strive the more to become proficient in them.

A moment's reflection will show that the enhanced interest, which the scholars would take, under the new régime, in what are now called the subjects of a general education, is not merely an accidental feature, but is an inherent and necessary consequence of the suggested new organization of the common school. For, whereas the common school today deliberately avoids all study of the general daily activities of the community—save those to which the 3-Rs can be directly applied, and citizenship—as savoring too much of technical or vocational training; *the suggested reform would, on the other hand, make the common school a self-evolving embryonic replica of the community and its actual activities*: thus translating future into present interest.

In contrast with the persistent conservatism of the city schools, it is notable that *in rural schools the education authority*

now directly encourages vocational training—in agriculture, the characteristic activity of the surrounding community! Does the education authority in this case consider agriculture a subject of general education? And would it so consider mining and geology in a mining community? Or fishing and marine biology in a fishing community? It is much more likely that, with the usual British genius for "muddling through" its difficulties, education authorities have come to advocate instruction in agriculture for rural schools, not as being a subject of local general education, but rather with some specific end in view, such as the need for doing something to keep the farm children on the land, and discourage them from migrating to the cities. But if, in the matter of policy, the charge of inconsistency avails nothing in face of urgent need; the fact of inconsistency, on the other hand, may fairly be taken as disposing of the claim that the common-school education of today is general education, and as supporting the charge of literary—or commercial—bias.

VII.

Consistently with its purpose of free materialization of idea, the equipment required for the suggested "busy-work" side of the common school can only be determined by experience; and would be subject to continuous modification to meet the changing demands of the scholars and the shifting needs of the community. It would also be different in different communities; and its subdivision would vary with the size of the school; being more finely graded in the larger schools, and of course not graded at all in one-room rural schools.

The work of this side must be purely individual to be of real service. *There must be no cut-and-dried exercises, no prescribed course, no standardization, no examinations.* It should not be expected even that each scholar shall cover the same types of activity, or any scholar all the types; and it should be one of the chief duties of the teacher to keep a continuous record of the progress and performance of each individual scholar, as a clue to his individual character and personal aptitudes.

It need hardly be said that a *complete change of attitude* on the part of the teacher would be required; and it is more than likely that the adoption of such a scheme would attract and hold men of distinctive ability and intelligence as no school has ever yet done. The perpetual novelty necessarily attaching to the free effort of all kinds of budding minds would have an almost electric effect upon men of a certain type—partly inventive, partly philosophical. Invention and discovery would freely germinate in such an atmosphere, and radiate to all the community through the homes of the scholars. *The world does not know what inspiration it is losing through the blighting influence of its present common-school system, which starves originality as drought starves the tender shallow-rooted seedlings in a garden!*

To sum up, in conclusion, the present common-school system, with its marked literary bias, is a legacy from the days when its chief end and aim was to sift out and prepare boys for a commercial career. But the office and warehouse are no longer the only alternatives to manual labor for the average intelligent boy. Thanks to the advent of electricity and the multiple high-speed gas-motor, many bright lads are no longer afraid to take off their coats or dirty their hands; and society has largely outgrown the old sentimentalism that made anxious mothers encourage their boys to work hard at *their books*, so that they might not have to toil and slave like their fathers. The idea therefore that the elements of a general education should not include the common manual activities of the community is a sentimental anachronism which calls for immediate eradication, and for the adoption of a broader and more scientific vision of the functions of the common school. History tells how men won freedom in the things of civil life, and freedom in the things of religion. Hear at last the cry of the children for freedom in the things of the common school, upon which are based both the civil and the religious life of the people!



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